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ABSTRACT

The 1976 statewide plan is the fourth adopted by the Regents since 1964, and reflects the policies, goals, and priorities of individual institutions as well as those of the Regents. Contents include: (1) academic needs for the decade ahead (students, preservation of academic quality, program review, liberal arts, nontraditional learning, occupational education, doctoral education, manpower needs as they relate to higher education, teacher education and certification, health care delivery, and the licensed professions); (2) coordination and resources (governance, financial resource allocation, facilities, faculty, libraries, and information for decisionmaking); and (3) recommendations by administrators of the various sectors of the system, and Regents positions. Appendixes include a list of degree-granting institutions in the state, statistical tables, a summary of recent major legislation affecting higher and professional education, a list of authorized degrees and academic programs of the City University of New York, and a summary of recommendations contained in the 1972 statewide plan. (MSE)

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The Regents Statewide Plan For The Development of Postsecondary Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230
November 1976

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November 1, 1976

To the Governor and Legislature of the State of New York:

In compliance with Section 237, Subdivision 5, of the Education Law of the State of New York, I am pleased to transmit to you herewith "The Regents Statewide Plan for the Development of Postsecondary Education, 1976."

Respectfully yours,

THEODORE M. BLACK
Chancellor of the Board of Regents

FOREWORD

In this 1976 Statewide Plan, the fourth prepared by the Regents since 1964, the Regents sound a note of cautious optimism for the next four years. Although the problems confronting postsecondary education are greater than in any previous planning period, we believe New York's educational system is capable of meeting these challenges successfully.

In one way or another, education affects every person. While we tend to think of the process of education on an individual basis, we must not overlook the impact of the educational system upon the community, the state, and the nation. Not only does it provide the means of personal intellectual growth and skill development, it is also one of the major foundations for a healthy economy. A strong educational system is vital in maintaining a strong economic system. Support of education must remain a priority of the State, not only because of education's value to each person but also because of its value to the State.

Although this plan was developed by the Regents, a number of individuals were influential in formulating the policies and recommendations ultimately adopted by the Regents. A planning bulletin containing the goals and priority concerns of the Regents was issued to all postsecondary institutions to guide them in developing their own master plans as the first step in creating this plan. A series of meetings was held with the chief executive officers throughout the State to discuss the content and direction of their plans and the Regents plan. In September 1976 public hearings were held on the first draft of the tentative plan. This was then revised, and in October 1976 a public hearing was held on the second draft of the tentative plan. At both the September and October hearings, representatives of public and independent institutions and interested citizens appeared before the Regents to express their viewpoints. We take this opportunity to express our gratitude to them.

The Regents also wish to acknowledge the contributions made by the Commissioner of Education and his staff in higher and professional education.

Theodore M. Black

THEODORE M. BLACK
Chancellor

PREFACE

New York State's postsecondary education system offers the widest variety of opportunities available in any state in the nation. Programs range from occupational educational specialties that provide specific job entry skills to the most sophisticated doctoral programs available anywhere. Students have the opportunity for study to prepare for a complete spectrum of career choices. The people of the State are served by a vast network of public and and private schools, colleges and universities. Nearly 300 institutions offer 13,000 programs and enroll nearly 1.1 million students.

These achievements have been possible as a result of a strong commitment by State, federal and local governments to the support of postsecondary education. Even so, New York State's contribution to higher education measured on a per capita basis, ranks below the middle among the various states. The accomplishments in promoting access and expanding the variety of institutions and programs have also been made possible because institutions, especially independent ones, have been able to attract large amounts of private funding to support the system.

The State's large public systems and programs of student and institutional aid have broadened access for many groups of students. Opportunities for minority students and women have been expanded to the point where their representation at the entry levels of postsecondary education are equal to, or higher than, their representation in the State's college-age population.

Postsecondary education has faced several serious problems since the late 1960's. There have been sharp shifts in student preferences and severe financial constraints. Responses to these challenges have shown that institutions are well managed. Institutions have been able to weather the crises of the recent past because they have shown flexibility and management capability.

Postsecondary institutions continue to have important links with commerce and industry. Postsecondary education will continue to educate the leaders, as well as the supporting personnel, required by private enterprise and government. The highly skilled talent pool provided for New York State by our postsecondary institutions is one of the more important reasons that industry stays in this State.

If there appears to be a crisis, it is neither a crisis of confidence in institutional management, nor a crisis in mission or goals, nor a crisis in coordination. Rather, it is a reflection of the awareness on the part of the colleges and universities that State resources are limited and that the number of people who will be served is expected to decline. The institutions recognize the need to take into account an uncertain future. This recognition gives us confidence that postsecondary education will be able to adjust to the changed circumstances and needs of the future.

Those who detract from postsecondary education overemphasize the concerns that are identified by the system itself. They fail to recognize that the system is an open one in which differences and concerns are discussed publicly. These are not signals of distress, but signs of an awareness and willingness to seek solutions so that the strengths and variety of our postsecondary system can be preserved for future generations. New York State's system has a bright future and deserves the continued support of the people of the State. This planning effort is a measure of the coordinated response of New York State's 300 postsecondary institutions coming together to serve the needs of the people of New York.

Ewald B. Nyquist
President of The University
of the State of New York and
Commissioner of Education

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Part I

Chapter 1

INTRODUCTION

New York State is in a position of leadership in the size and tradition of its postsecondary education system. As such, it is a cutting edge in the development of bold, innovative policies to improve the responsiveness of postsecondary education to the evolving needs of society. We, the Regents, as the educational policy making body for New York State, herewith state our goals and recommendations.

A. The Goals of Postsecondary Education

The Statewide Plan for the Development of Postsecondary Education is an effective means of assessing the achievements of postsecondary education institutions in responding to the needs of our society. The Regents goals are guidelines for the development and refinement of all postsecondary educational endeavors.

1. Quality Education

   Provision for academic freedom and academic responsibility, and for the maintenance and monitoring of appropriate standards of quality education, must be maintained.

2. Responsiveness to Societal Needs

   The State can attain the development of a postsecondary education system that is flexible enough to meet changing needs of the population.

3. Efficient Use of Resources

   The optimal allocation of human, physical, and financial resources can be achieved through efficient planning and good institutional management.

4. Freedom of Access

   The opportunity to pursue postsecondary education without discrimination on the grounds of age, race, sex, creed, national origin, geographic location, or economic status, is central.

5. Freedom of Choice

   A variety of postsecondary institutions will permit students to select institutions and programs that can meet their particular needs and abilities.

B. The Missions of Postsecondary Education

There is a need to reaffirm the traditional missions of postsecondary education, no less than to note new activities that affect the quality of our lives. Significant gains have already been made in serving a cross-section of the population. These gains must not be given up. A retreat from the means by which broad access is now made available to New York citizens would be inconsistent with our long-standing goals for providing opportunities for social and economic mobility in American society. The achievements of higher education in finally opening its doors to women, to minorities, and to students of meager economic means cannot be discounted or diminished.

Postsecondary education assists individuals in becoming more skilled as workers and professionals, but also it enhances personal development and social awareness. Postsecondary institutions continue to educate leaders in industry, government, science, finance, medicine, and the arts.

Is there an oversupply of college graduates? Basic shortages still exist in certain areas of the State for trained professionals, especially in occupational areas like health care. It is important to note that manpower projections are tenuous speculations. The needs of industry and of government change rapidly - it is difficult to be sure that a particular profession is "oversupplied" or "undersupplied." Moreover, the Regents believe that the civil state should not limit or determine the career choices of the citizens. Finally, postsecondary education is more than an economic investment. The cultural mission of our colleges and universities is often overlooked. Centers of liberal education preserve and refresh our cultural heritage, as do libraries, museums, theaters, and galleries, all of which depend on postsecondary education in large degree.

An irrevocable mission of postsecondary education is research that increases and clarifies knowledge. University-based research leads to major advances in science, medicine, agriculture, and other disciplines.

C. Institutional Missions

Postsecondary education institutions were, at the time of their founding, intended to serve unique missions or discrete student populations, or both. Over the years, the expansion and the increasing complexity of the postsecondary system have tended to blur the distinctive aspects of institutions' historical missions.

It can be reasonably argued that education is a seamless web and that postsecondary education is as important and as worthy of public support as are elementary and secondary education. Indeed, The City

University of New York was established to provide higher education at no tuition cost to graduates of the public schools of the City of New York. The City University has pursued a mission of providing a broad range of educational opportunities for the residents of New York City in the hope that this would provide skilled manpower for the City's evolving employment needs and scholarly resources to increase the City's importance.

The State University of New York was created in response to a growing demand for more spaces in higher education institutions, specifically a demand for veterans after World War II, and in response to those communities in upstate New York which sought no-tuition public higher education for those who could not afford the tuition charged by private institutions. Its mission was to provide public education to a broader segment of the population than was being accommodated at independent colleges and universities. New York State does not have the same tradition of public land-grant universities as do mid-west and western states. It was expected that State University would effectively remove economic barriers and provide more room for students. During its 28-year history, State University has expanded its size and altered in some degree its mission. It now comprises 64 campuses, and it offers programs in every known academic discipline except theology and military science.

Throughout the history of the State, independent institutions have met educational needs. Early colleges were often primarily seminaries for the training of religious leaders, schools of professional studies such as medicine and law, teacher training institutes, or "finishing schools" for the sons and daughters of well-to-do families. As society has changed, so have independent colleges and universities changed. Seminaries and "finishing schools" have evolved into colleges and universities of national and international repute. Today a broad range of institutional missions are represented in the independent sector. Missions vary considerably from institution to institution, but in general they focus on a liberal arts education as a foundation for citizenship and as a base for vocations.

There is a considerable overlap amongst higher education institutions in curricular offerings, in the types of students enrolled, and in the public service that is rendered. Regardless of their public or independent status, institutions combine to serve the public's need for higher education, for research, and for community service.

The overlap is obvious in student income levels and in acceptance rates. The State University continues to enroll a large percent of lower and middle income students. The student body also includes an increasing proportion of upper middle and upper income students. On the other hand, independent colleges and universities are making a greater effort to serve lower income students, with the assistance of the State's Higher Education Opportunity Program, Tuition Assistance Program, and institutional scholarships.

City University's Open Admissions policy has extended access to all students who graduate from New York City's high schools. At the same time, the State University now accepts a smaller percentage of its applicants for freshman admissions than do most independent institutions. It is also true that while independent colleges and universities are serving the public need and the missions of all institutions are becoming increasingly similar, public support for higher education is most often focused on developing public institutions. This has created a dichotomy between public and independent institutions based on primary sources of support and it tends to obscure the essential public service performed by all institutions.

D. Conditions and Forecasts

We forecast a decreasing traditional college-age population. It is assumed, owing to inflation, that costs will increase. The Director of the Budget projects a decreasing share of public funds for education in the State of New York Five Year Projection of Income and Expenditures, General Fund, Fiscal Years 1976-77 through 1980-81

The enrollment boom is over in elementary and secondary schools. From 1975 to 1985, the number of persons in the 15-19 year old age group will decline by 14.9 percent, and in the 20-year period from 1975 to 1995 by 22.2 percent.

The percentage of the State budget projected for education is also shrinking in relation to the total budget. The State Budget Director projects that the proportion of the State budget now devoted to all levels of education will decline from 42.1 percent in 1976-77 to 39.2 percent in 1980-81. Whereas the Budget Director combines all education levels in his projection, we believe that the absolute amount as well as the percentage of funds for postsecondary education will increase slightly. The difference here is because we project that elementary and secondary enrollments will decrease more rapidly than postsecondary enrollments will increase. The number of 25-44 year olds in New York's population will increase 31.4 percent by 1985 and 43.3 percent by 1995.

Consider also that the rate of increase in the tax base is slowing. In the period 1969-73, 1,054 manufacturing firms left the State. Almost 200,000 jobs in New York State were lost between 1970 and 1975. If job opportunities are not available for the 20-39 year age group (which will increase 13.1 percent by 1981) then the out-of-State migration that is projected by the Budget Director will, in fact, further erode the State's tax base.

E. The Regents Priorities and Recommendations

1. We know that in upstate New York, in eleven counties that do not have two-year public colleges, people do not go to college at the same rate as people elsewhere upstate. We also know that in New York

City less than 50 percent of the public high school students graduate.* The Regents find this intolerable. The Regents do not regard new construction of two-year and four-year public institutions as a sensible solution to the problems stated here. In respect of the eleven upstate counties, other solutions are available which are described on page 14. In respect to New York City, the Regents have appointed a special task force to recommend specific solutions.

2. Some of the institutions in the State of New York have expanded or proliferated their courses of study to the extent that some courses are mediocre, some are wholly inadequate, and others needlessly duplicate courses that are available. The Regents and the State Education Department will in the future impose a stricter standard in registering programs and chartering institutions.

3. The decline in elementary and secondary enrollments will make available college services for older persons that heretofore had not been served. These older persons include those who suffered in their youths a lack of opportunity for higher education, as well as others who seek to enrich their lives or expand their occupational capacities. In 1970, there were 8.2 million persons in the State over the age of 25 - - four out of five adults - - who never went to college. There has been discussion on whether or not the primary responsibility for adult education belongs in the secondary schools or in the colleges. The Regents and the State Education Department are reconciling this division of responsibility.

4. The Regents reaffirm the importance of research. Research is necessary to a sophisticated society that will create opportunities for its citizenry. Research improves the quality of teaching and learning in universities. The postsecondary education system provides research, technical assistance, and trained persons to deal with specific problems in industry and government.

5. Health care for New York State residents must be improved. It has been sixty-five years since Abraham Flexner, with courage and scholarship, reviewed the medical profession and caused its reform. The time has come for a new Flexner Report. The Regents recommend that the Legislature appropriate funds to the Regents to commission a new study that will address the need for providing primary health care in its relation to medical education.

6. An important question concerns the relationship between tuition and the cost of education. In independent colleges and universities tuition covers most of the operating costs. Historically, endowments have financed the facilities. At the State University of New York, tuition covers debt service on the academic building construction, so that in effect instruction is financed by State tax

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*The statistic is a rough indication of the problem as it includes outmigration as well as dropouts. In 1974-75, 33,336 students dropped out of high school in New York City funds whereas tuition goes to pay for the plant. (The small proportion of tuition in excess of debt service is applied to operation.) Until 1976, instruction at The City University of New York was funded largely out of City and State appropriations. (The fees collected from students were applied to the cost of instruction.) Facilities were also fully funded by the City and the State. This year, a more significant portion of the operating cost of CUNY is to be paid for by tuition. At all community colleges throughout the State, tuition pays for a portion of operating expenses not to exceed one third. Facilities are paid for by the State and the local sponsor on a 50-50 basis.

Tuition should be determined consistently among public institutions, but the services and facilities available to students attending community colleges, SUNY and CUNY should be made more nearly equal.

The Regents recognize that the CUNY plant is old and in part outmoded, and needed construction in relation to reduced enrollment goals should be considered as a high priority in assessing statewide construction priorities. The Regents recognize that there are substantial differences in the amount of space per student and the condition of facilities between the State and City universities. Instructional services at City University should also be equivalent to State University in terms of staffing and support services.

SUNY has projected that its cost will increase because of new construction (which the Regents caution against generally) and inflation. The impact of such cost increases on tuition levels and the bond market is a matter of serious concern. Rational measures are proposed so that students at CUNY and SUNY are not unfairly or indiscriminately burdened.

7. There is a serious flaw in the matching of educational policy with the State's funding of postsecondary education. The Regents are charged by statute to determine the educational policy for the State of New York, yet they do not in fact coordinate their policies and their procedures with the budgetary agencies of the State government. The Regents ask that the Governor and Legislature make it possible for the Regents to carry out their legal responsibility.

Chapter 2

STUDENTS - POPULATION, ACCESS, AND COLLEGE ENROLLMENTS

Overview

A. The Changing Population

The impact of the 1945-65 baby boom on colleges and universities has ended. High school enrollments are peaking and there will be fewer students of traditional college age. The trend is toward a more mature population. (See Figure A.)

Population shifts will vary among counties over the next twenty years. Figure B shows the relative increases and decreases expected in total population for all counties in New York State. Since different age groups have typically participated in different kinds of programs and institutions, these data suggest that institutions may need to make significant changes in their offerings.

B. School Enrollments and High School Graduates

The birthrate and the actual number of births have been dropping, resulting in a significant decline in the projections of high school graduates in New York State over the next 15 years unless the "staying rate" of students over the age of 16 increases substantially.

While the number of high school graduates peaked statewide in 1975-76 the peaks in various regions of the State will come in different years, as shown in Table 1. Institutions should note expectations for the regions from which they attract their students.

C. Postsecondary Going Rate

The "postsecondary going rate" - the percentage of high school graduates who continue their education in some form of postsecondary education - is based on students who attend degree and non-degree institutions, in-State and out-of-State. The overall rate has declined every year from 1971-1974 because of a decrease in the number of students going out-of-State and to non-degree institutions (Table 2). During this period the proportion of New York State high school graduates enrolled in a New York State college was stable. A slight increase occurred this past year (fall 1975). This increase is attributed to the Tuition Assistance Program and increased recruitment. Equally significant, the difference between New York State residents studying outside the State and out-of-State residents choosing New York State as a place to study declined significantly during the past decade.

D. Access by Geographic Area

Community colleges, located in most of the counties in New York State, are the primary means by which access to postsecondary education

FIGURE A

PROJECTED POPULATION BY AGE GROUP
1970, 1980, and 1990

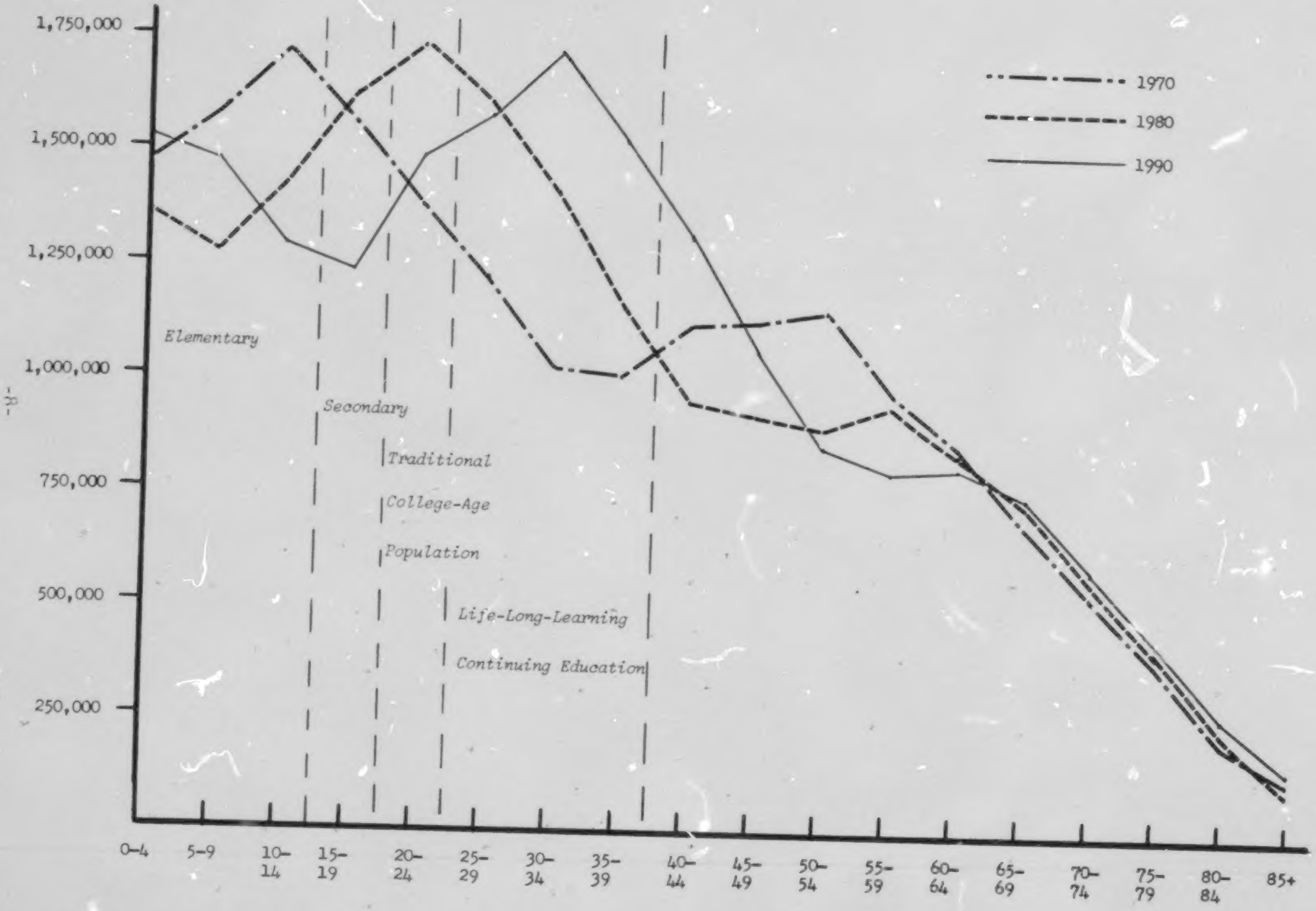
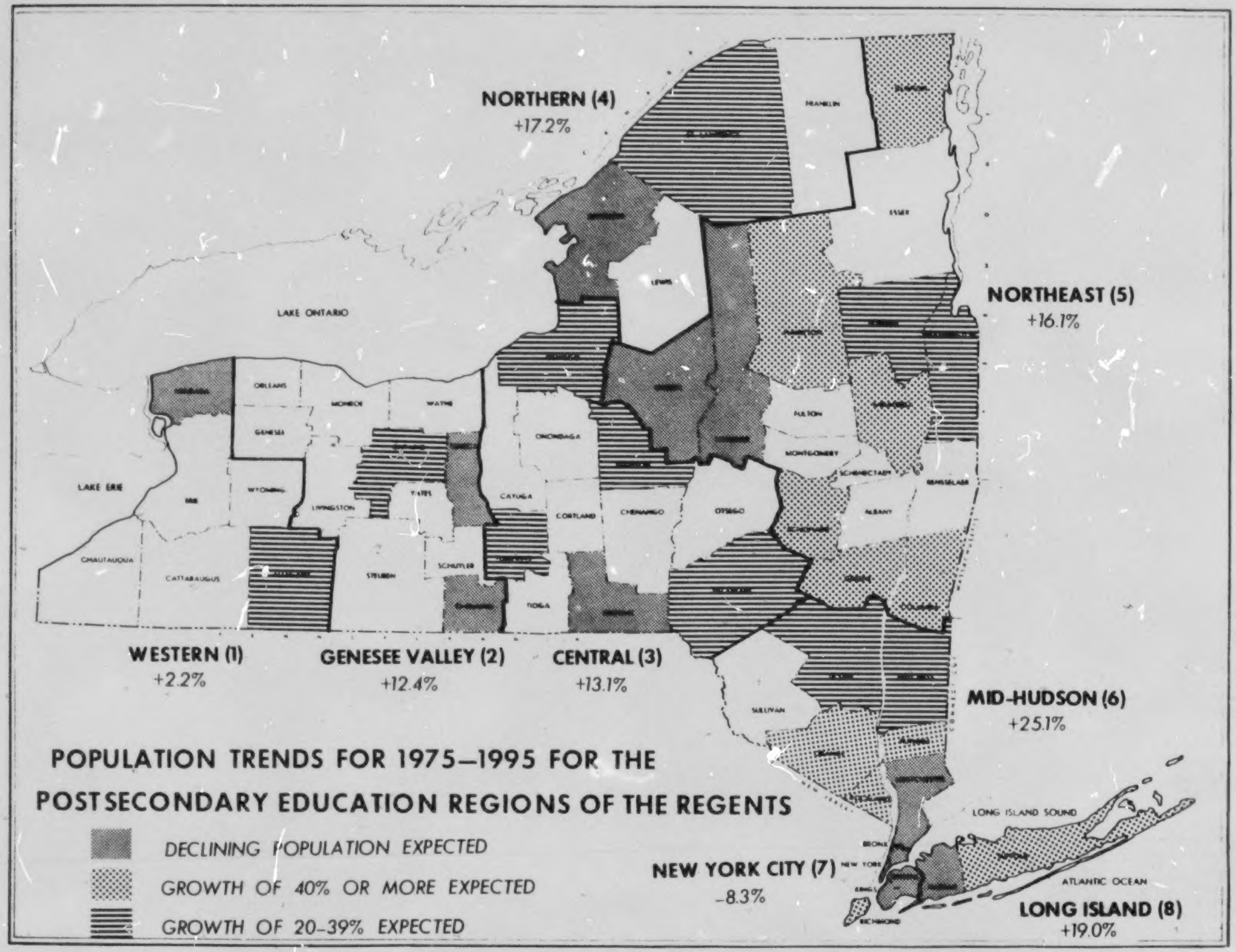


FIGURE B


NORTHERN (4)
+17.2%
NORTHEAST (5)
+16.1%
WESTERN (1)
+2.2%
GENESEE VALLEY (2)
+12.4%
CENTRAL (3)
+13.1%
MID-HUDSON (6)
+25.1%
NEW YORK CITY (7)
-8.3%
LONG ISLAND (8)
+19.0%
LAKE ONTARIO
LAKE ERIE
FRANKLIN
ESSEX
LEWIS
ORLEANS
MONROE
WAYNE
GENESEE
WYOMING
LIVINGSTON
YATES
ONONDAGA
CAYUGA
CORTLAND
CHENANGO
OTSEGO
FULTON
MONTGOMERY
SCHENECTADY
ALBANY
RENSSELAER
CHAUTAUQUA
CATTARAUGUS
STEUBEN
SCHUYLER
TIOGA
SULLIVAN
LONG ISLAND SOUND
ATLANTIC OCEAN
BRONX
NEW YORK
KINGS
RICHMOND
▩ DECLINING POPULATION EXPECTED
▒ GROWTH OF 40% OR MORE EXPECTED
▤ GROWTH OF 20-39% EXPECTED

POPULATION TRENDS FOR 1975–1995 FOR THE POSTSECONDARY EDUCATION REGIONS OF THE REGENTS

TABLE 1

HIGH SCHOOL GRADUATES BY REGION

Actual 1972-73 - 1974-75 and Projected 1975-76 - 1989-90

Region	High School Graduates									
	Actual			Projected						
	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1984-85	1989-90
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
TOTAL STATE	243,174	244,888	248,120	250,795	247,770	246,678	247,147	243,080	205,525	166,788
Western	26,745	27,235	27,539	27,914	26,663	26,089	26,093	25,494	20,477	16,364
Genesee	20,356	20,231	20,730	20,801	20,430	20,483	20,666	20,450	17,792	14,119
Central	20,252	20,350	20,659	20,958	20,453	20,708	20,688	20,557	16,662	13,124
Northern	4,829	4,867	4,946	5,123	4,969	4,951	5,061	5,013	4,094	3,714
Northeast	23,274	23,428	24,065	24,359	24,128	24,118	24,405	24,048	20,684	18,117
Mid-Hudson	28,453	28,718	30,434	31,227	30,458	30,573	31,484	31,039	26,972	21,945
New York City	69,864	70,641	69,247	69,174	69,550	69,090	68,018	66,877	56,945	44,437
Long Island	49,401	49,418	50,500	51,239	51,119	50,666	50,732	49,602	41,899	34,968

SOURCE: Infomation Center on Education, State Education Department.

TABLE 2

HIGH SCHOOL GRADUATES AND POSTSECONDARY GOING-RATES NEW YORK STATE

1966, 1970 thru 1975

Type and Location of Postsecondary Institution	Percentage of High School Graduates Planning to Go on to Postsecondary Education*						
	Fall 1966	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total All Institutions	61.0%	70.7%	70.7%	69.2%	68.1%	66.6%	67.3%
In New York State	NA	56.0	56.8	55.7	55.7	55.2	56.5
Out-of-State	NA	14.7	13.9	13.5	12.4	11.4	10.7
Degree-Granting Institutions	53.0%	65.5%	65.6%	64.3%	63.4%	62.3%	63.2%
In New York State	NA	51.4	52.4	51.4	51.7	51.4	52.9
Out-of-State	NA	14.1	13.2	12.9	11.7	10.9	10.2
Other Postsecondary Institutions	8.0%	5.2%	5.1%	4.9%	4.7%	4.3%	4.1%
In New York State	NA	4.6	4.4	4.3	4.0	3.8	3.6
Out-of-State	NA	0.6	0.7	0.6	0.7	0.5	0.5
Total High School Graduates Prior Academic Year	(1965-66) 210,256	(1969-70) 233,637	(1970-71) 234,328	(1971-72) 240,052	(1972-73) 243,174	(1973-74) 244,888	(1974-75) 248,120
Public High School	- -	190,512	192,807	199,771	204,037	207,413	210,780
Non-Public High School	- -	43,125	41,521	40,281	39,137	37,475	37,340

SOURCE: Distribution of High School Graduates and College Going Rate, Fall 1975, and Previous Year, New York State Education Department, Information Center on Education.

*Percentages do not always add to correct totals because of rounding.

has been extended. However, there are many counties in which a public two-year college is not available. In eleven of these counties the postsecondary going rate is less than 50 percent. The Regents goal is to provide opportunities for high school graduates in those counties that will enable at least half their high school graduates to attend postsecondary education.

E. Participation by Women

New York State now ranks first among major states in terms of the proportion of women students in higher education. The number of women enrolled in colleges and universities in the State increased by more than 140,000 in the last five years. While there are still more men than women enrolled at every degree level, the difference in attendance rates has been reduced. In New York, women comprise a larger proportion of the total enrollments at every degree level than they do nationally.

Table 3 compares degree credit enrollments for men and women from 1970 to 1975. At the undergraduate and graduate levels, the percentage difference between men and women enrolled is now very small. At the first-professional level there is still a great difference. However, in only five years, the enrollment of women at the first-professional level has increased significantly.

There have also been marked changes in college participation rates (enrollment as a percentage of the population of men and women) in the last five years. In 1970, 7.0 percent of men and 4.6 percent of women participated, but in 1975 the rates had risen to 8.0 for men and 6.5 for women.

Significant changes have taken place in the fields of study in which women enroll. The number of women enrolled in areas which have traditionally attracted large numbers of women, such as education, fine and applied arts, and letters has declined. On the other hand, the fields of architecture, business computer science, psychology, and health-related professions are showing significant increases. In New York State, 17.8 percent of medical students and 18.1 percent of law students are women.

F. Minority Access

Over the past eight years, a combination of State and federal student aid programs, special institutional efforts, and educational opportunity programs have reduced barriers to entry into postsecondary education that are related to race, economic circumstances, and educational disadvantage. In 1975, over 16 percent of the freshmen enrolled were from minority families. This exceeds the minority representation among the State's 15-19 year olds (14 percent) and is approximately equal to the minority proportion of the 14-34 age group. This achievement is unmatched by any other state with a sizable minority population.

TABLE 3

COMPARISON OF DEGREE CREDIT ENROLLMENT AT COLLEGES AND UNIVERSITIES

In New York State, by Sex of Student

Fall 1970 and Fall 1975

Level of Student	Fall 1970				Fall 1975			
	Men		Women		Men		Women	
	Number	%	Number	%	Number	%	Number	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total Enrollment	437,099	57.2%	327,060	42.8%	519,954	52.3%	475,050	47.7%
Undergraduate Enrollment	339,956	55.9%	268,195	44.1%	420,251	52.1%	386,382	47.9%
Graduate Enrollment (Master's and Doctoral)	82,389	58.9%	57,491	41.1%	85,257	50.3%	84,245	49.7%
First-Professional Enrollment	14,515	90.0%	1,613	10.0%	14,446	76.7%	4,423	23.4%

SOURCE: New York State Education Department, Information Center on Education.

In 1975, 33,000 educationally and economically disadvantaged students were enrolled in New York educational opportunity programs at 150 institutions. Minority students now represent 80 percent of the students enrolled in these programs. Over one-quarter of all undergraduate minority students are enrolled in special opportunity programs.

To achieve the goal of open access, a continued commitment by the State's postsecondary institutions is needed. Many eligible disadvantaged students are not served by educational opportunity programs because of lack of funds for the programs. Efforts by institutions to fund programs and to increase regular admission of the disadvantaged are needed. Regular admission of the disadvantaged requires broadened curriculum offerings and expanded counseling and supportive services.

G. Regents Recommendations

The Regents recommend:

1. *That additional opportunities be provided for residents of the 11 counties that do not sponsor community colleges and do not have an agricultural and technical college, and where the postsecondary-going rate is less than 50 percent.* This can be accomplished by contracts between the counties and nearby independent colleges or by services provided by nearby State University colleges and centers.*
2. *That higher education institutions continue their efforts to enroll women and minority students at all levels of academic study, especially graduate study.*
3. *That enrollment in State-funded opportunity programs be increased to 37,000 in 1980.*
4. *That the Regents study of New York City's schools be undertaken, and that one of its objectives be to increase the effectiveness of the City's high schools, and that it provide for specific performance goals for retention and graduation rates.*

---

*These counties are Cattaraugus, Chenango, Lewis, Livingston, Orleans, Oswego, Schuyler, Tioga, Wayne, Wyoming, and Yates.

5. *That the following enrollment goals be set for public institutions:*

Full-Time Undergraduates

	1977	*1978*	*1979*	*1980 Low*	*1980 High*
State University	*212,967*	*211,345*	*209,725*	*208,100*	*214,300*
Four-Year	*109,674*	*110,250*	*110,825*	*111,400*	*117,100*
Agricultural and Technical	*19,653*	*19,135*	*18,620*	*18,100*	*18,100*
Community Colleges	*83,640*	*81,960*	*80,280*	*78,600*	*79,100*
City University	*111,775*	*111,350*	*109,925*	*105,500*	*111,500*
Senior Colleges	*66,825*	*63,250*	*59,675*	*54,700*	*57,500*
Community Colleges	*45,950*	*48,100*	*50,250*	*50,800*	*54,000*

Part-Time Undergraduates

	1977	*1978*	*1979*	*1980 Low*	*1980 High*
State University	*102,581*	*103,625*	*104,665*	*105,700*	*109,400*
Four-Year	*18,156*	*18,475*	*18,790*	*19,100*	*20,100*
Two-Year (including Community Colleges and "Ag. & Techs.")	*84,425*	*85,150*	*85,875*	*86,600*	*89,300*
City University	*78,965*	*78,225*	*77,485*	*74,500*	*79,000*
Senior Colleges	*41,625*	*39,300*	*36,975*	*33,800*	*35,500*
Community Colleges	*37,340*	*38,925*	*40,510*	*40,700*	*43,500*

Graduate and First-Professional Students

	1977	*1978*	*1979*	*1980 Low*	*1980 High*
State University	*41,159*	*40,900*	*40,625*	*44,800*	*47,000*
Full-Time	*15,776*	*16,250*	*16,725*	*17,200*	*18,000*
Part-Time	*25,383*	*24,650*	*23,900*	*27,600*	*29,000*
City University	*20,295*	*20,345*	*20,370*	*19,580*	*20,590*
Full-Time	*3,675*	*3,675*	*3,650*	*3,550*	*3,740*
Part-Time	*16,620*	*16,670*	*16,720*	*16,030*	*16,850*

6. That the following enrollment goals be set for the independent institutions:

Full-Time Undergraduate					
Independent 4-Year	*189,300*	*187,650*	*178,650*	*169,100*	*176,200*
Independent 2-Year	*18,000*	*18,000*	*18,000*	*18,000*	*18,000*
Part-Time Undergraduate					
Independent 4-Year	*65,600*	*66,300*	*67,000*	*66,100*	*69,500*
Independent 2-Year	*5,090*	*5,560*	*5,980*	*6,150*	*6,450*
Full-Time Graduate & 1st Prof.					
Independent 4-Year	*44,800*	*46,500*	*47,000*	*47,100*	*49,500*
Part-Time Graduate & 1st Prof.					
Independent 4-Year	*85,100*	*86,900*	*88,350*	*87,600*	*92,000*

H. Background

1. Enrollment Expectations and Goals

In this section, the following terms are used as defined below:

a. Enrollment Goals: the enrollments which would result from implementation of the policies and recommendations contained in this Statewide Plan.

b. Enrollment Expectations: the enrollments which are expected in 1976 to 1979 as a result of fiscal difficulties and the continuation of existing policies at The City University which have been adopted recently. These factors will have impact on enrollments in 1976; they are no longer expected to apply after 1979. Thus, the term "enrollment expectations" is used only for 1976 through 1979.

c. Enrollment Demand Projections: the enrollments which would result if historical attendance patterns and participation rates continue. The patterns of the last six years were determined, and these trends were extended into the future. Enrollment demand projections have been made for both the long-and short-term. Changes in the numbers of students projected are primarily due to changes in the groups from which students are drawn, high school graduates and the age groups that provide most graduate and part-time students.

Comparisons of the enrollment projections and the enrollment expectations provide a way of evaluating the impact of fiscal constraints, institutional strategies, and some changes in student preference. The differences between the two sets of figures are the numbers of students who will not attend postsecondary education because of recent changes in these areas.

Table 4 and Figure C show actual enrollment goals. Comparison of these figures with the projections shown in Table 5 show the effect of current fiscal problems. In 1976 nearly 40,000 fewer students are expected to enroll than would if recent trends were to continue. In 1977 nearly 40,000 fewer are expected to enroll.

Full-time Undergraduate Enrollment

Table 6 shows full-time undergraduate enrollment for the years 1974 to 1984. Full-time undergraduate enrollment is expected to decline by over 15,000 students in 1976; in the public institutions (particularly

Table 4

NEW YORK STATE

TOTAL ENROLLMENT
POSTSECONDARY EDUCATION
By Level of Student, By Type of Attendance

Fall 1969 - Fall 1975 Actual; Fall 1976, 1977, 1978 Expectations and Goals for Fall 1980 and 1984

	ACTUALS							EXPECTATIONS			GOALS			
											FALL 1980		Fall 1984	
	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977	Fall 1978	Low	High	Low	High
UNDERGRADUATE STUDENTS														
FT	398,795	439,726	467,144	473,199	491,948	514,587	549,174	533,579	533,042	528,548	500,700	520,000	473,700	491,200
PT	165,662	168,656	174,640	195,417	222,256	234,802	256,286	248,837	252,236	253,710	252,450	264,350	269,900	292,500
SUB-TOTAL UNDERGRADUATES	564,457	608,382	641,784	668,616	714,197	749,389	805,460	782,416	785,278	782,258	753,150	784,350	743,600	783,700
GRADUATE & 1ST PROFESSIONAL STUDENTS														
FT	51,815	55,182	57,796	58,421	60,250	62,187	63,872	63,654	64,251	66,425	67,850	71,240	68,700	74,400
PT	101,046	100,826	107,178	114,716	119,926	125,483	125,246	124,933	127,103	128,270	131,230	137,850	137,700	149,200
SUB-TOTAL GRADUATES & 1ST PROFESSIONAL STUDENTS	152,861	156,008	164,974	173,137	180,176	187,670	189,118	188,587	191,354	194,645	199,080	209,090	206,400	223,600
GRAND TOTALS	717,318	764,390	806,758	841,753	894,373	937,059	994,578	971,003	976,632	976,903	952,230	993,440	950,000	1,007,300

SOURCES: State Education Department, Actual: Postsecondary Information Systems DATACORE:
Expectations & Goals: Postsecondary Information Systems,

FIGURE C

NEW YORK STATE ENROLLMENT
By Sector, Full- and Part-Time

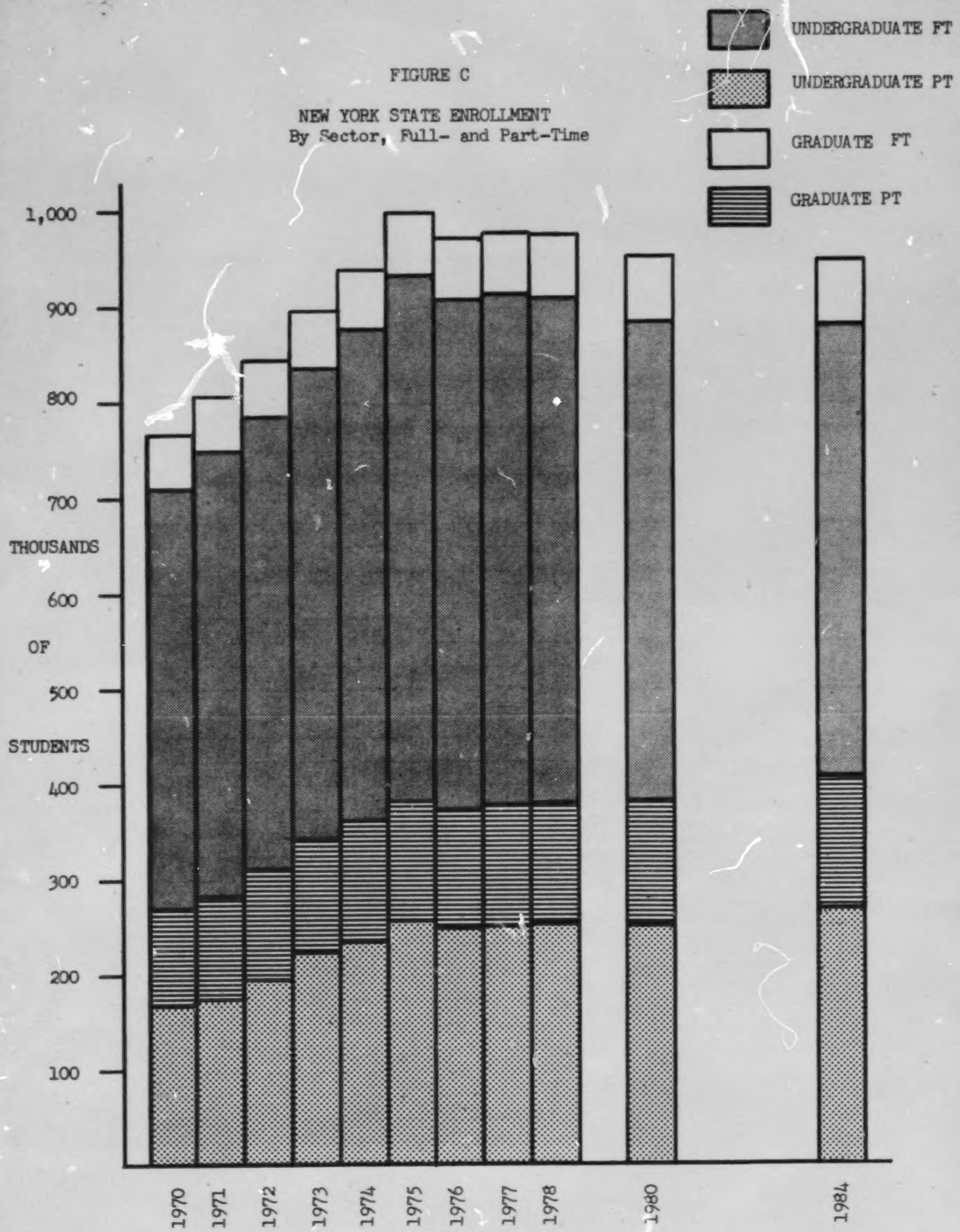


Table 5

NEW YORK STATE

TOTAL ENROLLMENT DEMAND
POSTSECONDARY EDUCATION

BY Level of Student, By Type of Attendance

Fall 1969 - Fall 1975 Actual; Fall 1976, 1977, 1978,1980, and 1984, 1985 and 1990
Projected Demand

	ACTUALS							PROJECTED DEMAND						
	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977	Fall 1978	Fall 1980	Fall 1984	Fall 1985	Fall 1990
UNDERGRADUATE STUDENTS														
FT	398,795	439,726	467,144	473,199	491,948	514,587	549,174	558,600	554,400	548,400	530,450	471,150	453,100	384,350
PT	165,662	168,656	174,640	195,417	222,256	234,802	256,286	260,750	264,300	259,600	266,300	275,300	278,700	275,000
TOTAL UNDERGRADUATE STUDENTS	564,457	608,382	641,784	668,616	714,197	749,389	805,460	819,350	818,700	808,000	796,750	746,450	731,800	659,350
GRADUATE AND 1ST PROFESSIONAL STUDENTS														
FT	51,815	55,182	57,796	58,421	60,250	62,187	63,872	65,100	65,350	67,350	69,500	71,600	72,200	69,500
PT	101,046	100,826	107,178	114,716	119,926	125,483	125,246	130,450	132,150	133,250	135,100	143,400	145,300	146,000
TOTAL GRADUATE AND 1ST PROFESSIONAL STUDENTS	152,861	156,008	164,974	173,137	180,176	187.670	189,118	195,550	197,500	200,600	204.600	215,000	217,500	215,500
GRAND TOTAL	717,318	764,390	806,758	841,753	894,373	937,059	994,578	1,014,900	1,016,200	1,008,600	1,001,350	961,450	949,300	874,850

SOURCES: State Education Department: Actual: Postsecondary Information Systems DATACORE:
Projections of DEMAND: Postsecondary Information Systems.

TABLE 6

NEW YORK STATE

FULL-TIME UNDERGRADUATE ENROLLMENT

By Control, By Type of Institution
Fall 1974, 1975 Actual; Fall 1976 - 1979 Expectations
Fall 1980 and 1984 Goals

Type of Institution	Fall 1974 Actual	Fall 1975 Actual	Enrollment Expectations Fall 1976	Fall 1977	Fall 1978	Fall 1979	Enrollment Goals Fall 1980 Low	Fall 1980 High	Fall 1984 Low	Fall 1984 High
FOUR-YEAR										
Public										
State University	104,493	111,634	109,968	109,674	110,250	110,825	111,400	117,100	98,100	100,450
City University	87,220	87,550	70,400	66,825	63,250	59,675	54,700	57,500	57,000	60,400
Sub-total Public	191,713	199,184	180,368	176,499	173,500	170,500	166,100	174,600	155,100	160,850
Independent	172,301	184,073	186,300	189,300	187,650	178,650	169,100	176,200	157,100	164,850
TOTAL FOUR-YEAR	364,014	383,257	366,668	365,799	361,350	349,150	335,200	350,800	312,200	325,700
TWO-YEAR										
Public										
State University	(93,223)	(104,158)	(105,111)	(103,293)	(101,095)	(98,900)	(96,700)	(97,200)	(90,500)	(90,900)
Ag & Tech	20,716	21,097	19,791	19,653	19,135	18,620	18,100	18,100	17,400	17,500
Community Col.	72,557	83,061	85,320	83,640	81,960	80,230	78,600	79,100	73,100	73,400
City University	43,938	44,493	43,800	45,950	48,100	50,250	50,800	54,000	53,000	56,600
Sub-total Public	137,161	148,651	148,911	149,243	149,195	149,150	147,500	151,200	143,500	147,500
Independent										
Traditional	6,024	7,209	7,000	6,900	6,800	6,700	6,600	6,600	6,300	6,300
Degree Program	7,338	10,057	11,000	11,100	11,200	11,300	11,400	11,400	11,700	11,700
Sub-total Ind.	13,362	17,266	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
TOTAL TWO-YEAR	150,573	165,917	166,911	167,243	167,195	167,150	165,500	169,200	161,500	165,500
GRAND TOTAL	514,587	549,174	533,579	533,042	528,545	516,300	500,700	520,000	473,700	491,200

SOURCE: Actual: Postsecondary Information Systems DATACORE; Expectations and Goals: Postsecondary Information Systems.

TABLE 7

NEW YORK STATE
PART-TIME UNDERGRADUATE ENROLLMENT

By Control, By Type of Institution
Fall 1974, 1975 Actual; Fall 1976 - 1979 Expectations
Fall 1980 and 1984 Goals

	Fall 1974 Actual	Fall 1975 Preliminary	Enrollment Expectations				Enrollment Goals			
			Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980		Fall 1984	
							Low	High	Low	High
FOUR-YEAR										
Public										
State University	16,749	18,507	17,908	18,156	18,475	18,790	19,100	20,100	19,300	20,900
City University	49,382	50,954	43,950	41,625	39,300	36,975	33,800	35,500	49,900	54,100
Sub-Total Public	66,131	69,461	61,858	59,781	57,775	55,765	52,900	55,600	69,200	75,000
Independent	54,379	59,851	62,850	65,600	66,300	67,000	66,100	69,500	64,150	69,450
TOTAL FOUR-YEAR	120,510	129,312	124,708	125,381	124,075	122,765	119,000	125,100	133,350	144,450
TWO-YEAR										
Public										
State University	70,520	(81,886)	(83,709)	(84,425)	(85,150)	(85,875)	(86,600)	(89,300)	85,650	92,750
Ag. & Tech.	7,282	8,332	8,579	8,400	8,500	8,600	8,650	8,900	8,550	9,250
Community Colleges	63,238	73,554	75,130	76,025	76,650	77,275	77,950	80,400	77,100	85,500
City University	40,428	40,837	35,750	37,340	38,925	40,510	40,700	43,500	45,000	48,800
Sub-Total Public	110,948	122,723	119,459	121,765	124,075	126,385	127,300	132,800	130,650	141,550
Independent										
Traditional	1,382	1,450	1,550	1,650	1,800	1,900	1,850	1,950	1,700	1,900
Degree Program	1,962	2,801	3,120	3,440	3,760	4,080	4,300	4,500	4,200	4,600
Sub-Total Independent	3,344	4,251	4,670	5,090	5,560	5,980	6,150	6,450	5,900	6,500
TOTAL TWO-YEAR	114,292	126,974	124,129	126,855	129,635	132,365	133,450	139,250	136,550	148,050
GRAND TOTAL	234,802	256,286	248,837	252,236	253,710	255,130	252,450	264,350	269,900	292,500

SOURCE: Actual: Postsecondary Information Systems DATACORD; Expectations and Goals: Postsecondary Information Systems

Table 8

NEW YORK STATE PROJECTED GRADUATE AND FIRST PROFESSIONAL STUDENTS

Full-Time and Part-Time By Type of Attendance By Sector

	Actual		Enrollment Goals				Projected			
	1974	1975	1976	1977	1978	1979	1980		1984	
							Low	High	Low	High
Full-Time										
Public Institutions										
State University	14,590	15,668	15,359	15,776	16,250	16,725	17,200	18,000	17,000	18,300
City University	5,613	4,515	3,695	3,675	3,675	3,650	3,550	3,740	4,100	4,500
Sub-Total Public	20,203	20,183	19,054	19,451	19,925	20,375	20,750	21,740	21,100	22,800
Independent Institutions	41,984	43,689	44,600	44,800	46,500	47,400	47,100	49,500	47,600	51,600
Total Full-Time	62,187	63,872	63,654	64,251	66,425	67,775	67,850	71,240	68,700	74,400
Part-Time										
Public Institutions										
State University	25,617	25,761	25,563	25,383	24,650	23,900	27,600	29,000	28,600	31,000
City University	26,375	22,425	16,570	16,620	16,670	16,720	16,030	16,850	20,400	22,200
Sub-Total Public	51,992	48,186	42,133	42,003	41,320	40,620	43,630	45,850	49,000	53,200
Independent Institutions	73,491	77,060	82,800	85,100	86,900	88,350	87,600	92,000	88,700	96,000
Total Part-Time	125,483	125,246	124,933	127,103	128,220	128,970	131,230	137,850	137,700	149,200
Grand Totals Full- and Part-Time	187,670	189,118	188,587	191,354	194,645	196,745	199,080	209,090	206,400	223,600

Source: NYSED Postsecondary Information Systems DATACORE.

City University) almost 19,000 fewer students are expected to enroll in 1975 than in 1976.

The independent institutions are expected to serve additional students that cannot be accommodated by the public sectors. Their share of full-time undergraduates is expected to remain at approximately 37 percent in 1984.

Both the low and the high goals for 1980 include an additional 3,500 first-time freshmen because of the Regents recommendation on certain counties with less than a 50 percent postsecondary-going rate. Most of these students are expected to attend upstate public institutions. By 1984, the number of additional undergraduate students resulting from this policy is expected to reach 10,500.

The Regents have assumed that by 1984 the City University will have recovered from the setbacks of 1975 and 1976 and will serve the same percentage of high school graduates as in the recent past.

For 1980 and 1984 there are a range of estimates because of uncertainty over the different student preferences possible. The low figures in 1980 continue the trends shown for 1976 to 1979.

3. Part-Time Undergraduates

Students attending college part-time have increased sharply over the past five years. The numbers of people in age groups that participate in part-time programs are increasing, and therefore the Department projects increased part-time enrollments. Total part-time undergraduate enrollments are expected to be slightly less than in 1975 because of a decline expected at The City University of New York (Table 7).

Part-time undergraduate enrollment will resume a modest growth in 1977 as the size of the adult population continues to grow and the City University begins to recover.

A range of estimates is provided in Table 7 for 1980 and 1984 to allow for possible changes in participation rates and population estimates.

Graduate Enrollments, Full-Time and Part-Time

Graduate programs, particularly for full-time students, tend to serve statewide and national markets; therefore, the Regents have developed their goals for graduate enrollments on a statewide basis.

Table 8 presents the expectations and goals for full and part-time graduate enrollment. Graduate enrollment will continue to increase through 1984. Participation rates of persons in the 23 through 29 year age group as graduate students are high. They are almost as high in the 30 to 34 year age group. The sizes of these age groups are projected to increase through 1984.

The City University is expected to experience a decline in graduate enrollment, both full-time and part-time. Approximately half of this decline is expected to be absorbed by independent institutions.

Comments on Institutional Expectations

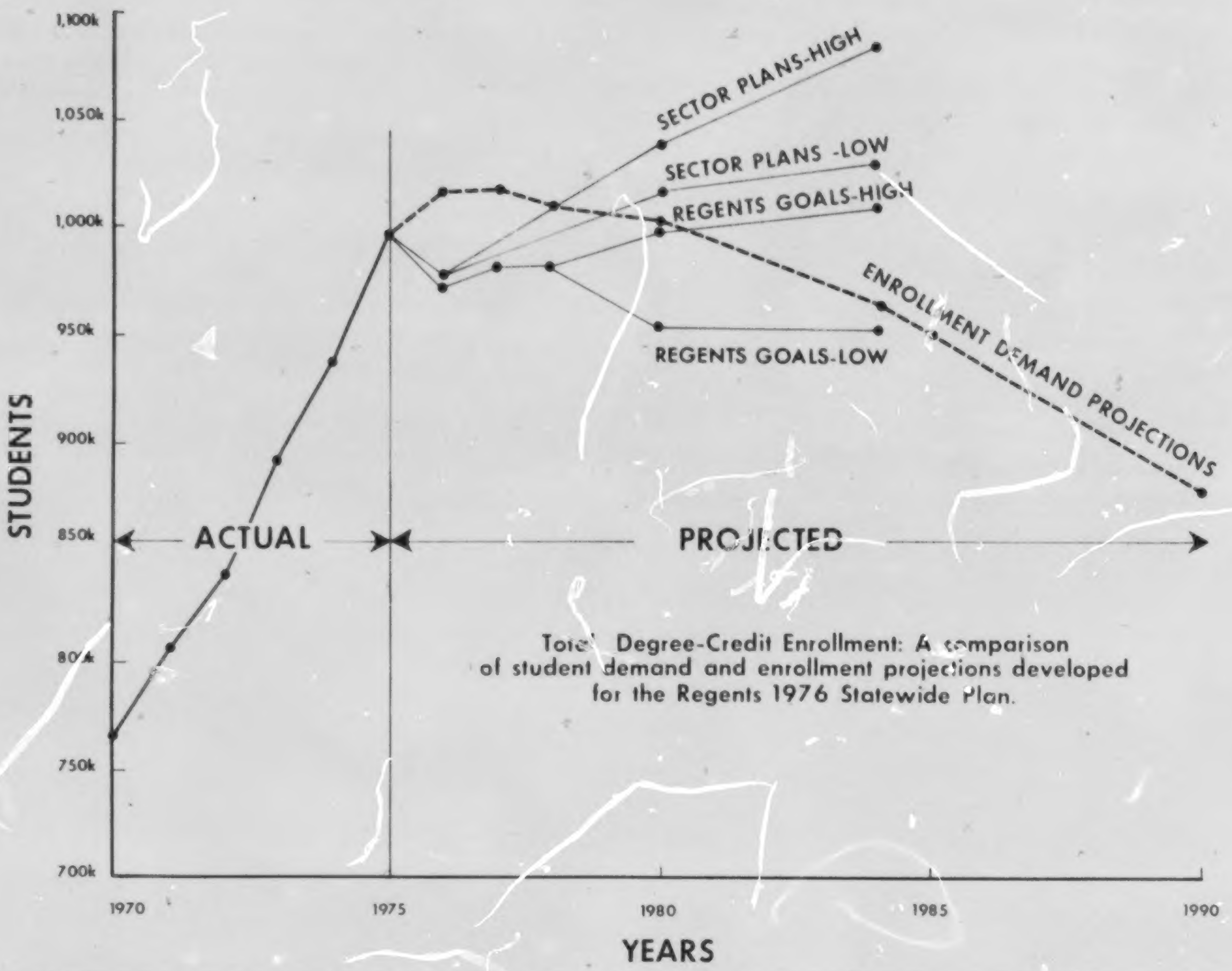
The Regents develop enrollment projections from the perspective of the system as a whole, while the individual sector projections result from their own expectations of the number of students they hope to attract. Each institution develops its own enrollment projection independently of one another. The result is that each anticipates that it will attract all of the new students likely to be in the higher education system.

The combined projected enrollment estimates of the public and independent degree-granting institutions are considerably higher than the Regents goals. (See chart on p. 26 .) For full-time undergraduate enrollments the sector projections are 49,000 - 54,000 students higher than the Regents goals (see table below).

Full-Time Undergraduate Enrollment Projections

	1980		1984	
	Low	High	Low	High
Regents Plan	500,700	520,000	473,700	491,200
Sector Plans	554,727	568,797	NA*	NA*
Difference (Sector vs. Regents)				
Number	+54,027	+48,797	- -	- -
%	10.8%	9.4%	- -	- -

*CUNY did not provide 1984 enrollment projections in its Master Plan.



Total Degree-Credit Enrollment: A comparison of student demand and enrollment projections developed for the Regents 1976 Statewide Plan.

The State University of New York projects increased full-time undergraduate enrollments between now and 1984. For 1980, the SUNY projections are higher than the Regents goals by about 15,000 students (7%). For 1984, this difference widens to over 37,000 or about 20% more (See Table 9.) SUNY master plan projections are higher than the Regents because of optimistic assumptions made concerning: a) the number of associate degree holders transferring to the upper division, and b) the participation rate of older adults. The SUNY transfer assumption results in 4,800 more students expected annually by 1984 while the adult participation assumption adds 17,900 students, mostly at the part-time level. The methodology used for the Regents goals extrapolates historical trends and thus is more reliable.

The long-term enrollment prospects for The City University of New York are very difficult to ascertain because of recent policy changes regarding tuition, admissions criteria, and student retention. The University projects that full-time undergraduate enrollments will decline from 132,000 in 1975 to 114,200 in 1976 and to 105,500 in 1980 (See Table 10.) The Regents have accepted the University's enrollment expectations for the short-term. The Regents believe that by 1984, the University will experience a slight enrollment upswing due to stabilizing conditions.

The independent degree-granting institutions assume continued growth of full-time undergraduate enrollment through 1980 and then a stabilization through 1984 (See Table 11). Their expectations are very optimistic given the fact that the number of high school graduates in the State peaked in the 1975-76 academic year. For 1980, the sector plans indicate 33,000 to 40,000 more full-time undergraduate students than the Regents project; for 1984 the difference ranges from 42,000 to 50,000.

At the graduate level, the Regents projections anticipate a greater demand by part-time students than do the cumulative sector plans. The Regents goals acknowledge the cutbacks at CUNY and plan for an increased role by the independent sector in serving part-time graduate students.

Table 9

COMPARISON OF ENROLLMENT ESTIMATES: The Regents 1976 Statewide Plan vs. the State University of New York 1976 Master Plan

Fall 1975 Actual, Projected Fall 1976, 1980 and 1984

Type of Enrollment-SUNY	Fall 1975 Actual	Fall 1976 Estimated	Projected Fall 1980		Projected Fall 1984	
			Number	Percent Change From Fall 1975	Number	Percent Change From Fall 1975
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Previous Year's High School Graduates in New York State	248,120	250,795	243,080	-2.03%	214,883	-13.40%
TOTAL ENROLLMENT						
SUNY Low Estimates	357,614	357,618	387,450	+8.34%	391,855	+ 9.57%
Regents Low Estimates		357,618	358,600	+0.28%	339,150	- 5.16%
Full-Time Undergraduates						
SUNY Low Estimates	215,792	215,079	222,455	+3.09%	224,165	+ 3.88%
Regents Low Estimates		215,079	208,100	-3.56%	188,600	-12.60%
TOTAL ENROLLMENT						
SUNY High Estimates	See Above	See Above	400,730	+12.06%	407,495	+13.95%
Regents High Estimates			370,000	+3.46%	354,300	- 0.93%
Full-Time Undergraduates						
SUNY High Estimates	See Above	See Above	230,525	+6.83%	230,330	+6.74%
Regents High Estimates			214,300	-0.69%	191,350	-11.33%

Table 10

COMPARISON OF ENROLLMENT ESTIMATES: The Regents 1976 Statewide Plan vs. The City University of New York 1976 Master Plan

Fall 1975 Actual, Projected Fall 1976, 1980, and 1984

Type of Enrollment CUNY	Fall 1975 Actual	Fall 1976 Estimated	Projected Fall 1980		Projected Fall 1984*	
			Number	Percent Change From Fall 1975	Number	Percent Change From Fall 1975
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Previous Year's High School Graduates						
New York City **	63,584	69,174	66,877	- 2.5%	60,020	-12.5%
New York State (Incl. NYC)	248,120	250,795	243,080	- 2.0%	214,883	-13.4%
Total Enrollment						
CUNY Low Estimates	250,774	214,165	199,580	-20.4%	NA*	-
Regents Low Estimates		214,165	199,580		204,900	-18.3%
Full-Time Undergraduates						
CUNY Low Estimates	132,043	114,200	105,500	-19.2%	NA*	-
Regents Low Estimates		114,200	105,500		110,000	-16.7%
Total Enrollment						
CUNY High Estimates	See Above	See Above	211,090	-15.8%	NA *	-
Regents High Estimates			211,090		246,600	- 1.7%
Full-Time Undergraduates						
CUNY High Estimates	See Above	See Above	111,500	-14.4%	NA*	-
Regents High Estimates			111,500		117,000	-11.4%

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* CUNY did not provide enrollment projections for 1984 as part of its 1976 Master Plan.

** In 1974, 97% of all 1st time students at CUNY were from the New York City region. In that same year, approximately 71% of all 1st time students from the New York City region attended college in that region.

Table 11

COMPARISON OF ENROLLMENT ESTIMATES:
The Regents 1976 Statewide Plan vs. The Independent Institutions' 1976 Master Plans*

Fall 1975 Actual, Projected 1976, 1980, and 1984

Type of Enrollment Independent Degree-Granting Institutions (1)	Fall 1975 Actual (2)	Fall 1976 Estimated (3)	Projected Fall 1980		Projected Fall 1984	
			Number (4)	Percent Change From Fall 1975 (5)	Number (6)	Percent Change From Fall 1975 (7)
Previous Year's High School Graduates New York State	248,120	250,795	243,080	- 2.03%	214,883	-13.40%
TOTAL ENROLLMENT						
Independent Instit. Low Estimates	386,190	403,369	426,631	+10.5 %	430,304	+11.4 %
Regents Low Estimates		399,220	394,050	+ 2.0 %	381,450	- 1.2 %
Full-Time Undergraduates						
Independent Instit. Low Estimates	201,339	220,348	226,772	+12.4 %	224,719	+11.6 %
Regents Low Estimates		204,300	187,100	- 7.1 %	175,100	-13.0 %
TOTAL ENROLLMENT						
Independent Instit. High Estimates	See Above	See Above	426,631	+10.5 %	430,304	+11.4 %
Regents High Estimates			411,650	+ 6.6 %	406,400	+ 5.2 %
Full-Time Undergraduates						
Independent Instit. High Estimates	See Above	See Above	226,772	+12.4 %	224,719	+11.6 %
Regents High Estimates			194,200	- 3.5 %	182,850	- 9.2 %

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* Summary of independent institutional 1976 master plans, including degree-program institutions. Institutional projections were prorated to reflect the total independent sector, based upon 1975 enrollment.

Chapter 3

PRESERVING ACADEMIC QUALITY WHILE ENCOURAGING CHANGE

Section A

Academic Program Review: The Assessment of Quality

Overview

Most institutions will continue to face declining enrollments among traditional college-age students and increasing per-student cost. Many colleges and universities have already modified their policies and practices in an attempt to serve new clienteles.

The Regents support innovative improvements in postsecondary education. However, new approaches have been introduced so rapidly that there has been little time or opportunity to assess their effectiveness. Academic quality must be maintained and constantly monitored if the benefits of collegiate study are to be fully realized.

Emphasis on Self-Assessment

Each institution must assess the quality of its practices and develop accurate measures of its program effectiveness. Self-assessment procedures should be systematic, public, and explicit. They should be reviewed regularly to judge their current validity.

It is important that the faculty of colleges and universities, as well as administrative officers, and where appropriate, students, become actively involved in the ongoing assessment of program quality and outcomes. A core of full-time tenured faculty members and administrators should receive training and be engaged in the development and administration of self-assessment procedures. To further these objectives, the Education Department will be conducting a pilot self-assessment project at selected New York State institutions over the next two years. The outcomes of this project and specific recommendations for further efforts will be presented in the 1978 Progress Report of the Regents.

Programs at the Master's Level

Innovations at the master's level are being considered and implemented at an increasing rate. Although we encourage sound experimentation, the Regents express concern for maintaining the quality of master's level programs during a period of change. It is particularly important for institutions with master's level programs to develop systematic and responsible internal assessment procedures for maintaining quality to complement external evaluations by the State Education Department and other regional and professional accrediting bodies. The integrity of the master's degree must be maintained. Whether offered along conventional or nontraditional lines, master's degree programs must bring together the most qualified faculty and the most able students, supported by extensive library and laboratory resources, and the best clinical and practical experiences available. Nontraditional graduate education especially, still in its experimental stages, should be undertaken only by graduate institutions with established records of excellence. Institutions which are engaged primarily in undergraduate work should further develop their strengths at that level rather than expand at the graduate level.

Extension Centers

In recent years postsecondary work offered at extension sites has proliferated. This off-campus study, often in time-compressed formats, is now offered at nearly 800 locations in the State. One institution alone operates at 34 off-campus locations.

The Regents encourage effective delivery of education to new student populations. However, we caution that the very nature of extension centers raises questions about the quality of the educational programs offered at a distance from the main campus. Reviews of individual programs by Department staff reveal significant dilution of instructional quality, heavy dependence on adjunct staff with marginal qualifications, excessive overall workloads, lack of systematic quality control by parent institutions, and inadequate counseling, library resources, laboratory facilities, student aid, and placement services.

Postsecondary institutions are urged to evaluate carefully any existing or contemplated extension activities to assure that quality is maintained. In the decade ahead the Education Department will intensify its evaluation of the extension centers.

Credit for Life Experience

The granting of credit for learning acquired outside the classroom has become common practice at many New York State institutions. The Regents have long supported this concept when carried out according to the following basic principles: credit should be awarded for demonstrated learning, not experience alone; the means of validating the learning should involve direct examination of the student, unless the student has pursued a formal course of study under noncollegiate sponsorship, in which case an evaluation of the course would be appropriate; the policies of an institution regarding credit for life experience must be publicly and explicitly stated.

Regents Recommendations

The Regents recommend:

1. *Institutions engage in responsible self-assessment as a complement to external evaluation.*

2. *Nontraditional graduate programs be considered only by postsecondary institutions of recognized excellence in traditional graduate study.*

3. *All institutions review their extension centers and take steps to insure that work offered off-campus is of the same quality as that given on-campus.*

4. *Each institution engaged in the assessment of prior learning publish a manual of procedures for faculty and student use covering qualifications for credit, the standards that apply in the evaluation process, the maximum number of credits allowable, and the required fees, if any.*

Background

Self-Assessment

The Regents encourage institutions to exercise initiatives of their own in developing instruments to measure their effectiveness. Standardized tests, if properly used, or any traditional measure, such as qualifications of faculty, library holdings, laboratory facilities, and student services continue to have value. But it is hoped that new instruments, scores of which are being developed around the country, will focus more on the instructional process itself and the changes that take place, attitudinally as well as intellectually, in the student.

Institutions should also set up adequate procedures to modify practices which are revealed by the self-assessment to be lacking in effectiveness. Innovative practices should be initiated as experiments on a limited scale, and be expanded only when these pilot activities show clearly that their results are comparable to those in conventional programs. The Regents recommend that self-assessment activities give priority to nontraditional programs of unproved quality. We are interested in knowing, for example, how the performance of students in curricula with time-compressed formats compares with that of students in programs with traditional time spans, how the mentor-independent study mode compares in effectiveness with traditional classroom instruction, and how the overall knowledge and performance of students given substantial credit for prior learning or life experience compare with the capabilities of students who have completed the full academic programs.

Master's Degrees

The Regents reaffirm the intention to approve new master's degree programs during the decade ahead *only* in instances in which there is a manifest need and in which the institution's capabilities are indisputably adequate to meet the need. Institutions which are engaged primarily in education below the graduate level are encouraged to build upon their strengths in undergraduate education rather than to consider expansion at the graduate level. Institutions for which the Regents may have approved one or a few graduate programs in order for those institutions to meet special needs are urged to limit their efforts to the special areas for which approval exists.

During 1969-70, the New York State Education Department, at the Regents direction, initiated a review of 544 master's programs in the State. Since the 1972 Statewide Plan was issued, the Education Department has followed up with a further assessment of 206 master's degree programs at 15 institutions. The reviews have led to the termination of a number of programs at the initiative of the institutions or by Department action. Many other programs underwent significant changes in order to achieve acceptable levels of quality. During the decade ahead the Regents intend to continue the review of master's level programs.

The following are some of the qualitative changes that institutions have made in recent years:

1. Clarification of objectives.
2. Greater consistency in application of policies.
3. Clearer delegation of responsibility for advising students.
4. Reduction in the unselective mixing of graduate and undergraduate students.
5. Upgrading the qualifications for appointment to the graduate faculty.

While institutions are expected to continue strengthening these areas, they are also urged to improve master's programs by insuring:

1. Coherence of programs with objectives and content distinctive from other levels of study and from licensing requirements.
2. Qualified students in sufficient numbers.
3. Qualified, effectively performing faculty in sufficient numbers and appropriate subfields.
4. Strong institutional commitment evidenced by adequate fiscal support and adequate library and other physical resources.
5. Sound academic standards and services in extension courses as well as at the home campus.
6. Equality in academic standards and in services provided for full-time and part-time students.
7. An effective, on-going process for self-review of each master's program.

Courses of Instruction Sponsored by Non-Collegiate Organizations

The Regents also recognize the academic merit of formal instructional programs offered by business, industry, labor unions, and professional and voluntary associations. In order to assist the thousands of New York State residents who pursue these courses and the colleges that wish to give credit for them, the Regents initiated in 1974 the Project on Non-collegiate Sponsored Instruction, in cooperation with the American Council on Education. With the assistance of faculty from New York's independent and public institutions, this project has already evaluated nearly 700 courses sponsored by more than 40 organizations and serving 200,000 students. The Regents urge consideration of the credit recommendations published in the Education Department's "Guide to Educational Programs in Noncollegiate Organizations" as a means of fostering a more productive relationship between the worlds of education and work.

The Regents also recognize the academic merit of certain educational experiences provided by the armed services, and encourage postsecondary institutions to accept the American Council on Education's evaluations of military programs.

Non-Credit Educational Activities

It is not essential that every service offered by institutions of higher education lead to academic credit. The Regents believe that postsecondary institutions that seek new ways to serve their communities should consider services which do not lead to the award of academic credit. Officers of those institutions should consider whether the activities involved are worthy of academic credit. When academic credit is not involved, greater latitude is acceptable in experimentation and innovation. Possible non-credit activities include:

1. Short workshops for teachers or for other professionals, designed for the specific groups to help them deal with particular problems.
2. Consultative help to individuals or small groups.
3. Refresher activities designed to review and update course material for which the participants have already received academic credit.
4. Development of skills (e.g., handicrafts, discussion techniques, problem-solving, recreational skills) which do not lead traditionally to academic credit.

High School/College Articulation

The Regents encourage all postsecondary institutions to continue and expand their implementation of programs and activities that articulate with those of the secondary schools. It is critical that the discontinuities between educational levels be eliminated because nearly 70% of secondary school graduates now pursue additional education.

Efforts are necessary to reduce the disturbing degree of overlap shown by studies of the curricula in secondary schools and colleges. Unplanned duplication is wasteful and works a hardship on many students. Efforts are also necessary to provide more opportunities for able secondary school students to begin collegiate level study, accelerating their educational progress. There is also need for secondary and postsecondary institutions to share the concern and responsibility for assisting students who are experiencing learning difficulties and are in need of special assistance. This is an area that challenges educators and poses the most important questions about the complex process of learning and human development.

Recommended approaches to meeting these critical needs include:

1. Curricular workshops, seminars, and faculty exchanges to bring teachers of specific subject areas together.
2. The use of proficiency and other examinations to award credit and/or make diagnostic and placement decisions concerning entering students.
3. Offering opportunities either in the high school or in the college for secondary school students to take postsecondary-level courses.
4. The establishment of cooperative centers or bilateral agreements to strengthen the teaching of basic skills.
5. The establishment of consortia of secondary and postsecondary institutions within a geographic area.
6. Experimental projects designed to bridge the gap between educational levels and provide a smooth and more productive transition for students.
7. Improved counseling, advising, and information services to facilitate the movement of students between educational levels.

Many institutions are involved in implementing these recommendations. Regents Postition Paper No. 21, "The Articulation of Secondary and Postsecondary Education," includes a number of examples of educational articulation taking place in New York State.

Section B

The Liberal Arts

A liberal education frees people to attain goals which enrich society and self, in material as well as intellectual forms. A liberal education should enable people to understand their place in their culture and in their world. Most important, the liberal arts impart a sense of humanity that enriches relations to family, to associates, and to people all over the world.

Faculties responsible for general education programs should make it clear that courses in general education differ from those -- even in the same content area - - intended for specialists.

Liberal arts courses must not be less rigorous, but they should be different in kind - - value-oriented. The search for values is at the core of liberal education. Too frequently today's curricula permit students to build schedules that completely avoid academic areas they find uncongenial. Such catering to individual preferences may result in graduates being illiterate in fields essential for constructive participation in modern life.

Regents Recommendations

The Regents recommend:

1. *Higher education institutions define clearly the purposes of the programs of study they offer and relate course requirements to these purposes, and, further that institutions accept responsibility for providing students with well-defined course requirements related to the objectives of the program of study offered.*

2. *Institutions explore the appropriateness of reestablishing comprehensive examinations that test a student's competence to function as a literate and rational person able to communicate effectively, as a preliminary requirement for graduation from college.*

3. *All programs of study, except those in occupational studies and graduate and professional programs, be based upon a well-defined set of broadly based liberal arts courses required of all students for a degree.*

Section C

A College Degree Through Nontraditional Learining

Overview

For many years independent and public higher institutions in New York State have been successfully extending educational opportunities to a new clientele of learners, people of all ages and walks of life, through programs of study that have come to be called "nontraditional." These programs are characterized by efforts to put the student's needs ahead of those of the institution, to recognize learning wherever it takes place, to encourage diversity while deemphasizing artificial requirements in favor of demonstrated competence and performance. Nontraditional programs are designed for learners of all ages and circumstances, for people who seek degrees and academic credit, or educational enrichment.

Many of the varied college programs are not entirely understood by older students, especially those returning to college. Colleges alone have been unable to provide the needed information and advisement services to these new students, many of whom are unwilling to visit the campus to learn more about the educational opportunities available there. But older students have been willing to discuss their educational needs with their local librarian, high school counselor, continuing education director, BOCES staff, and other informed persons in the community. During the past few years several new approaches to off-campus advisement have been tried and found successful.

Cost is a barrier to adult participation in postsecondary education. Most adults can afford to attend only on a part-time basis and even then the financial burden is too great for some. Part-time students in degree programs are currently eligible for financial aid through some federal programs and from some employers. However, the State's Tuition Assistance Program (TAP) does not provide funds to part-time students and is unlikely to do so in the near future.

In view of the anticipated increase in the numbers of older students, it is clear that colleges will be called upon to offer high quality, flexible, and imaginative programs to people with full-time work and family responsibilities who are unable to pursue their studies under conventional arrangments.

Regents Recommendations

The Regents recommend:

1. *Postsecondary institutions provide educational programs at times and locations convenient to people whose personal situations prevent them from participating in conventional programs of study.*

2. *Postsecondary institutions work together and with libraries, community agencies, and other groups to counsel people interested in pursuing collegiate programs of study.*

3. *As a long-term goal, and if funds become available, State financial aid be extended to part-time students.*

4. *Postsecondary institutions assess their policies and programs with a view toward developing a plan to meet the needs of the older students who will be seeking a college education in the next two decades.*

Background

Continuing Education

Long before nontraditional programs became popular, continuing education offices at both the secondary and postsecondary levels were providing credit and non-credit courses to persons beyond high school age. Late afternoon, evening, and Saturday courses offered for credit to part-time students became the basic instructional framework for nontraditional degree programs at many institutions. As these institutions adopted more flexible policies regarding credit for prior learning experiences along with curricula especially designed for mature adults, more part-time students began to seek degrees. The Regents believe that it is in the best interest of academic institutions and the public they serve to make a clear distinction between college degree programs and non-credit courses, both of which are pursued by an increasing number of adults. The distinction takes on even greater significance in view of the growing demand for education by part-time students. In 1975 there were about 1.4 million adults enrolled part-time in school or college programs: 955,000 in high schools and BOCES, about 373,500 in undergraduate or graduate degree-credit programs, and 82,000 in non-credit courses in independent and public colleges and universities.

Informing New Students

Campus-based advisement centers usually do not meet the needs of this new clientele, who frequently are reluctant to visit such centers. Different methods of delivering educational information are needed and several model approaches are already in operation. These include the statewide Regents External Degree volunteer advisor network, the Adult Independent Learner Program of the public libraries, the Regional Learning Service of Central New York, and the New York City Regional Center for Lifelong Learning. Educational Resource Directories, prepared under Title I of the Higher Education Act, provide useful information for students of all ages but especially for part-time adult learners. All these approaches to off-campus advisement stress the development of a reliable information and referral system and the training of advisors in understanding the adult learner.

The Regents are giving special attention to the role that public libraries can play in advising adults. With the help of Federal funds, the Regents are sponsoring pilot projects in three libraries to provide information about a wide variety of postsecondary educational opportunities, both traditional and nontraditional. In carrying out their assignments, full-time librarians, specially trained in advisement techniques, will make use of libraries' established sources of information, local educational resource directories, and special inventories of programs provided by the Education Department. The librarians will work closely with staff and faculty at colleges in the local areas. The library project is designed to serve the educational needs of adults and in so doing it will encourage enrollments in nearby colleges. The 1978 Progress Report will describe the results of the project.

Financing and Student Financial Aid

The Regents believe that nontraditional programs can be offered at costs that compare favorably with the costs of operating traditional programs. Some off-campus programs use rented classrooms while others have no building needs whatsoever except for office space for tutoring and advisement. Students often use the library resources of other colleges or the public library. A significant portion of their programs involve independent study or internships conducted at little or no expense to the college. On the other hand, individualized programs call for more personal contact between administrators, faculty, advisors, and students. The student-faculty ratio is generally smaller.

Several nontraditional programs in New York State have been funded in large part by private foundation grants. The Regents External Degree Program receives no State funds and operates on private and Federal grants and student fees. Other programs, like Empire State College and certain university-without-walls institutions, used grant funds to meet initial costs but now follow normal funding patterns.

Whatever the source of funding, the Regents encourage postsecondary institutions to continue to provide flexible, high quality degree programs to meet the needs of people who cannot take advantage of full-time, campus-based study. Part-time students in degree programs are currently eligible for financial aid through some federal programs but not through the Tuition Assistance Program. Many business firms and State agencies now provide tuition support for their employees.

The Regents realize that in the current economic situation there are limited opportunities for immediate State action to lower the cost barrier for part-time students. Nevertheless, the Regents will continue to pursue, as long-term goals, equitable aid policies for all students in collegiate programs.

Colleges can ease the financial burden of experienced adults and at the same time engage in sound educational practice by recognizing prior learning validated by proficiency examinations and State Education Department credit recommendations for courses of study offered by the military, business, government, and other noncollegiate sponsors. Students should not be required to repeat courses whose content they have already mastered.

Section D

Occupational Education and the World of Work

Overview

Throughout the history of postsecondary occupational education, a close relationship has existed between business and education institutions. A significant reason for the growth of technically oriented industry in the State is the steady supply of technically trained manpower. The communications link between educators and employers should be strengthened, especially in New York's two-year colleges, and made more systematic. Working together, business and education leaders will be able:

1. To identify emerging industrial and business needs for full-time trained personnel and make decisions as to which local educational agency can best meet those needs.
2. To establish a process for identifying business and industry needs for short-term training of skilled workers, supervisory personnel, and middle level management that could be met by institutions in the region.
3. To identify oversupplied fields of employment.

In addition to public and independent two-year colleges, there are secondary schools, BOCES, and proprietary business and trade schools that also offer occupational education programs. Now more than ever there is a need for coordination and cooperation among these various institutions. To ensure that the educational needs of students and employers are met and that costly duplication of effort is avoided, the Regents call for full utilization of the Regional Occupational Planning Councils established last year across the State.

Regents Recommendations

The Regents recommend:

1. *Regional Occupational Planning Councils' activities assist community colleges to phase out certificate programs which are not articulated with degree programs in the same institution and which local BOCES can provide.*
2. *BOCES work toward phasing out programs determined to be of sufficient technical content and level to be duplicative of postsecondary programs in the same field.*

3.

a. *Each two-year college establish, to the extent possible, a program whereby exchanges between faculty in occupational programs and their appropriate industry and business counterparts can take place.*

b. *Cooperative education programs be expanded to the extent practicable, either in individual programs or campus-wide, in every two-year college in the State.*

c. *Each two-year college in the State designate at least one representative to serve as liaison with the Local Advisory Council on Vocational Education established under Section 4601 of Education Law.*

Background

Occupational education is that part of the educational sequence, requiring less than a baccalaureate degree, which prepares an individual for entry-level employment. Occupational programs include a significant portion of practical subject matter.

At the postsecondary level, public two-year colleges -- community colleges and agricultural and technical colleges - - should continue to be the key vehicle for the delivery of occupational preparation: independent two-year colleges and degree-granting proprietary institutions also make a significant contribution toward meeting the public need. Enrollments at public two-year colleges have grown more rapidly in recent years than at other colleges.

Postsecondary occupational education usually leads to a two-year associate degree. Certificate programs of shorter duration are also necessary and serve an important need. The Regents are concerned, however, about the proliferation of certificate programs which are outside of an institution's main occupational education mission, which are reflected through its associate degree programs.

Fiscal stress requires that regional decision-making now take on a new sense of urgency. Each institution should focus its resources on those program areas which it performs best, and curtail or eliminate those activities which are not part of its principal mission.

One result of such regional planning efforts may be the reduction or elimination of some occupational education programs of a technical nature at the secondary level, especially in fields where employers are requiring associate degrees for initial employment.

Regional Decision-Making

Regional Occupational Planning Councils have been established within the last year in every region of the State. The seriousness with which the Regents view these councils and their efforts to coordinate local program directions is reflected in the more than $250,000 provided under the State Plan for Occupational Education. These funds will be used to create a five-year plan for occupational education in each of 13 regions of the State. In each region the planning process is being monitored by an executive committee which includes representation from school districts, BOCES, community colleges, agricultural and technical colleges, and other agencies and institutions offering occupational programs.

By providing such a vehicle for assessment and regional decision-making, the Regents expect to achieve a better match between regional need and delivery of educational services.

Chapter 4

DOCTORAL EDUCATION

Overview

The Regents reaffirm the State's commitment to maintain its long tradition of quality in doctoral study at major universities.

To continue the excellence in scholarship and research which has characterized most of New York's doctoral programs, a number of critical issues must be faced; new directions and modes must be found.

The nation is currently facing an overpopulation and underutilization of doctorates in traditional fields. Most people with advanced training in the humanities and sciences have in the past made their contribution to society as teachers and researchers. However, this will not be the case in the years ahead. Nationally, by 1990, 60,000 humanities Ph.D.'s and 90,000 scientists and engineers with Ph.D's will have had to find careers outside of college teaching and the traditional research and development areas. At least as many people with two or more years of Ph.D. work will be in the same situation. These are conservative projections which assume some attrition in graduate programs and a progressive decline in doctoral enrollments.

While some institutions are attempting new approaches, there is a general lack of cooperative arrangements among institutions, and departments within institutions, which has resulted in under-enrolled and duplicative programs. Excessive competition has resulted in institutions overextending themselves and eventually wasting valuable and scarce resources.

There is a lack of satisfactory institutional program quality controls and self-assessment procedures to assure a consistently high quality level of program offerings and services. Institutions need to assess their offerings in order to maintain an accountability to their students and the general public. Institutions need to conduct followup studies on their graduates in order to determine the effectiveness of their programs in preparing individuals who are competing in the job market. Without such information, institutions do not have adequate evidence of the strengths of their programs to adjudge their comparative value or to successfully advise students regarding the likelihood of attainment in the area.

Some institutions, such as Columbia University, have endeavored to assess and inform students of recent experience in job placement. Unfortunately, among other institutions, too little is being done in this area and there are too many ineffective and inadequate programs of student counseling and placement mechanisms.

There are also concerns regarding outdated curricula and insufficient alternative programs designed to offer doctoral-level work to people for whom the traditional Ph.D. degree is inappropriate, inaccessible, or both.

All these problems bring into question the validity and long term benefit of some of the doctoral offerings in New York State. These areas need to be addressed if we are to continue to deserve the fine reputation New York's higher education institutions have endeavored to achieve throughout their development.

Institutional Responses to Problems

The Regents evaluation project, which is continuing and will include all major disciplines, is designed to address the most critical problems facing doctoral education in the State. In conjunction with the self-assessment systems which all institutions have been required to establish, the project is the vehicle for ensuring the highest level of quality doctoral education in the State.

To facilitate this effort, the Regents, in accordance with law, requested all doctoral institutions in the State to submit statements in their 1976 master plans indicating how they are responding to: (1) the expectations of significantly decreased employment opportunities, (2) the shift in the nature of the work done by people with graduate degrees, (3) the need to relate the education and training of students and the focus of research programs more directly both to develop methods for dealing with societal problems and to address specific problems.

The City University of New York has indicated a vigorous campaign to address these problems. The State University of New York has not replied to this request.

At the State University there are four separate campuses with separate programs in most fields. Several of these programs are producing a small number of Ph.D.'s and, as determined by outside evaluators, are duplicating work done on other State University of New York campuses or at other institutions in the State.

If responsible allocation of public resources is to be made, it is essential that the State University of New York centers, individually as well as collectively develop plans for meeting the problems facing doctoral education.

The independent sector has replied. Its responses fall into three categories:

1. Established institutions with strong research faculty who have not yet felt the full impact of decreased employment opportunities and have not addressed these issues.

2. Some developing and established institutions that have voluntarily reduced admissions in fields where the job market is depressed and have begun to develop more interdisciplinary and applied programs.

3. Institutions whose missions and orientation are and have been largely in the sciences, and whose major program thrusts are directed at meeting societal needs.

It is clear that, for doctoral programs in the humanities and social sciences, a continued effort to deal with greatly decreased employment prospects is called for. Cornell University, for example, has purposely reduced graduate enrollments in some departments in response to market decline. This institution and others have taken seriously the responsibility of counseling applicants about employment opportunities.

New York University is actively seeking new links between the traditionally academic and largely theoretical fields of study and careers in nonacademic areas. Cornell University has developed interdisciplinary centers focusing on such societal problems as ecology, peace studies, and the sociology of urban development.

In its 1976 Master Plan the City University indicates that it will be examining doctoral programs to determine where modification, reduction, or consolidation is possible. State University states that it will be giving renewed emphasis to high quality in doctoral programs. While it may be that the public universities have initiated activities to address some of the critical areas mentioned above, their statements do not evidence such efforts. They must begin to do so. The maintenance of a strong comprehensive system of higher education requires that all institutions make a concerted effort to improve their offerings and services.

Regents Recommendations

The Regents recommend:

1. *The coordination of planning of graduate program offerings at all institutions to avoid needless duplication, to make the best use of available resources for meeting program needs, and to maintain quality at high levels. The development of consortia is encouraged. In particular, in the next four years efforts should be made to develop a New York City consortium for offering doctoral programs in various fields where faculty strengths and other resources are complementary.*

2. The concentration of graduate programs, where appropriate, at a limited number of institutions to gain the advantage of mutually supporting, related programs, wherein physical and financial resources, and the interests, knowledge, and competencies of faculty and students are shared. Further, at those institutions where rapid expansion took place in response to an earlier era of growth, appropriate reductions must be made in response to the stabilized enrollments projected for the next 15 years. This may involve both the reduction of student enrollments and the elimination of programs which are duplicative. Production must be brought down to a realistic and responsible level. This will involve a cut-back of roughly one-third in the output of doctoral programs.

3. The periodic and systematic review and self-assessment by institutions of their graduate programs.

4. The continued intensive review and evaluation of doctoral programs by the Commissioner of Education for adherence to standards of academic quality, in close consultation with eminent out-of-state consultants and with the State's academic community.

5. The concentration of available public funds for graduate education in selective support of those programs that meet standards of high quality and need. Institutions in both the public and independent sectors should commit adequate funds to programs they choose to offer. Both State and Federal governments share the responsibility to contribute to such support of programs that meet standards of high quality and need.

6. The provision of financial aid to students on the basis of need. Qualified students should be enabled to attend institutions in the State on an equitable basis regardless of difference in costs. This objective involves a shared responsibility of the State with the federal government to provide adequate financing.

7. The elimination of barriers to equality of opportunity for doctoral studies for women and minority group members.

8. A change of emphasis in doctoral programs, where called for, to take into account shifts in the kind of education and training appropriate to students' future careers and the changing needs of society that doctorates will be expected to serve.

9. *Identification of nontraditional markets for doctorates and the integration of program mission, curriculum, and student placement.*

10. *Experiments in nontraditional kinds of graduate programs. especially Doctor of Arts, for new clienteles should be carried out, provided there is no diminution of quality.*

11. *All institutions which offer doctoral study should be prepared to provide in their 1978 Progress Reports the following information by program:*

    a. *A precise record of placement for* *all* *graduates by year beginning with 1976.*

    b. *Detailed plans for counseling students about their career prospects both at entrance and throughout their study.*

    c. *A description of mechanisms for identifying and placing graduates in both traditional and nontraditional markets.*

    d. *A statement of program missions.**

        1. *If the mission is to produce high quality research and extend and transmit knowledge of its own sake, even in the most esoteric fields, it should be so stated.*

        2. *If the mission is to prepare practitioners to deal with specific problems and to meet societal needs, it should be so stated. Any plans for curricular change which are directed at relating the education and training of students more directly to nonacademic career opportunities should be outlined.*

        3. *Any other mission should be stated.*

    e. *Details on elimination of marginal, weak, and duplicative programs.*

12. *That the Science and Technology Foundation receive additional funding, on an annual basis, to extend its activities in distributing funds to faculty to conduct research on problems of direct concern to the State.*

**A special request is made that the State University of New York detail the distinct missions for* *each* *university* *center* *and indicate what cooperative and consortium arrangements have been made or are planned.*

Chapter 5

MANPOWER NEEDS AND HIGHER EDUCATION

Overview

The selection of career or vocational goals is influenced by a wide variety of factors which occur at different stages of the student's educational career. Within an affluent, unregimented society and an unplanned economy, the freedom of selection of vocational goals is limited only by the degree of educational opportunity and perceived chances for success.

Forecasting of manpower needs is hampered by incomplete data on training or educational experience for many occupational fields in the professional and technical category. For many occupational fields, entry may depend as much, or more, on personal, social, and economic considerations as on completion of a particular program of study. It is therefore difficult to describe the relationship between trends in choices of academic programs and estimates of supply and demand in occupational fields. It is also difficult to relate projected manpower needs to specific degree programs.

Nonetheless, it is useful to survey existing data to assess the extent to which employment opportunities exist for undergraduate students and to suggest ways by which students and institutions may improve the matching of career goals with appropriate academic programs and employment entry.

Regents Recommendation

The Regents recommend:

> *Supply and demand should be considered in planning academic programs that prepare students for specific careers. Institutions offering such programs should provide students with current information on placement, and promote liaison between faculty and employers.*

Background

Forecasts of occupational trends are based on known employment data, job openings in various sectors of the economy (based on economic growth as well as separation through retirement and death) and certain assumptions about trends in overall economic activity. These forecasts are prepared and updated periodically by the U.S. Bureau of Labor Statistics and the New York State Department of Labor.

Forecasts of occupational manpower needs in New York are based, to a large extent, on assumptions made by the Bureau of Labor Statistics concerning trends in overall economic activity. The Division of Research and Statistics of the State Department of Labor has current interim projections for the 1970-80 period and the following material is adapted from that department's publication, Manpower Projections, New York State, 1970-80.

Employment is expected to grow at an average annual rate of 0.5 percent, lower than the national rate. Of the expected 350,000 annual job openings, eight out of nine will occur as a result of labor-force separation (retirement, death, etc.). The remaining one of the nine openings will occur as a result of growth or economic expansion. The dependence on replacement openings, rather than growth, reflects the slowing down of the State's economy. Job openings for the white collar group will account for nearly 72 percent of all openings.

Table 1

Average Annual Job Openings 1970-1980, New York State
(in thousands)

Occupation	Estimated 1976 employment(a)	Total job openings		Openings due to growth	Openings due to labor force separation
		Number	Percent Distribution		
Total	7,770	350	100.0	39	311
White collar	4,492	250	71.4	52	198
Professional, technical.....	1,409	76	21.7	25	51
Managers........	737	33	9.4	9	24
Sales...........	616	29	8.3	3	26
Clerical........	1,730	112	32.0	15	97
Blue collar.......	2,158	47	13.4	-14	61
Craftsmen.......	923	22	6.3	(b)	22
Operatives......	996	20	5.7	-14	34
Laborers........	239	5	1.4	(b)	5
Service workers...	1,041	52	14.9	3	49
Farmers and farm laborers........	79	1	0.3	-2	3

a. Figures for 1976 are simple linear interpolations of 1970 and 1980 should not be interpreted as representing a 1976 forecast.

b. Less than 0.5 thousand.

Total employment for the decade is expected to increase by approximately 5 percent while the white collar group growth is estimated to increase by about 12 percent. Within the white collar group, the professional and technical category will show the greatest rate of growth of any group, nearly 19 percent. By 1980 it is estimated that nearly three of every five workers in the State will be in the white collar category. Unlike the other occupational groups, a large proportion of the growth in the professional and technical category is attributed to economic growth rather than replacement in existing jobs. The rate of increase for engineers, mathematicians, and scientists is expected to exceed the total employment increase of 5.2 percent.

Table 2

Employment by Major Occupation Group,
New York State, 1970-1980

Occupation Group	1970		1980		Change 1970-80	
	Number	Percent distribution	Number	Percent distribution	Number	Percent
Total	7,536,531	100.0	7,926,077	100.0	389,546	5.2
White collar......	4,181,412	55.5	4,689,146	59.2	507,734	12.1
Professional, technical and kindred........	1,258,133	16.7	1,496,234	18.9	238,101	18.9
Managers, officials, proprietors....	686,046	9.1	771,351	9.7	85,305	12.4
Sales workers...	597,124	7.9	628,536	7.9	31,412	5.3
Clerical workers	1,640,109	21.8	1,793,025	22.7	152,916	9.3
Blue collar.......	2,244,557	29.8	2,102,915	26.5	-141,642	- 6.3
Craftsmen and kindred........	923,129	12.2	922,204	11.6	-925	- 0.1
Operatives......	1,079,603	14.3	943,184	11.9	-136,419	-12.6
Laborers........	241,825	3.2	237,527	3.0	-4,298	- 1.8
Service workers...	1,021,476	13.6	1,053,971	13.3	32,495	3.2
Farmers and farm laborers........	89,086	1.2	80,045	1.0	-9,041	-10.1

Other fast growing occupational groups include the technician (non-health) and computer occupation groups. For these groups the increase rate is estimated to be about 24 percent, and opportunities should be good for community college graduates who have specialized skills in these areas. Another area of increased growth should be in professional and technical health occupations. For health professionals in medicine, nursing, therapy, dietetics, and veterinary medicine, the rate of increase should exceed 20 percent. For health technologists and technicians, the rate will be even more dramatic -- approximately 54 percent. Demand for social scientists and college teachers will continue, but competition for positions is expected to be keen as the supply of degree recipients in these areas will remain at a high level. Other professional and technical occupational groups which will expand at an above-average rate include operations and systems researchers, social and vocational workers, vocational-education counselors, and personnel and labor-relations workers.

Average annual job opening data for professional, technical, and managerial occupation groups are compared with estimated average annual degree recipients for the 1970-80 period. The professional, technical and managerial occupation categories (excluding the first professional group) include a wide variety of positions in which the holders would have academic degrees ranging from the associate to the doctoral level. Projections of job openings have been made on the basis of average number of openings for the present decade. An estimate of the average annual number of degrees awarded for the same period is shown in the following table.

Table 3
Degrees Awarded in New York State, by Type
1970 - 1980

	Actual				Projected		Estimated Annual Average Degree Recipients
	1970-71		1974-75		1980-81		
Degree Level	No.	%	No.	%	No	%	
Associate	30,915	22.2	46,343	26.4	41,700	23.4	41,370
Bachelor's	72,017	51.7	82,810	47.2	84,800	47.5	74,830
Master's	29,731	21.4	38,692	22.0	42,625	23.9	37,950
Doctoral	3,357	2.4	3,451	2.0	3,450	1.9	3,500
Total	136,020	97.7	171,296	97.6	172,575	96.7	157,650
First-Professional	3,232	2.3	4,285	2.4	5,800	3.3	5,100
Total	139,252	100.0	175,581	100.0	178,375	100.0	162,750

The number of degrees does not equal the number of job seekers. The major reason is the number of people holding more than one degree. Virtually all graduate and first-professional degree recipients have baccalaureate degrees, and it is estimated that 25 percent of the associate degree recipients go on to obtain a baccalaureate degree. Eliminating this overlap, the estimate for the number of people receiving one or more degrees during the decade averages 100,800 per year, not including first-professional degrees.

For the decade, the estimated average number of degree recipients will be in balance with the estimated number of annual job openings for professional, technical, and managerial workers, not including jobs requiring first-professional degrees.

In those occupations requiring the first-professional degree, it appears that the average number of openings will exceed the number of degree recipients by approximately 57 percent. Unlike job openings in the professional, technical, and managerial categories, where economic growth is the dominant factor, the estimated first-professional openings are attributed largely to job separation factors such as retirement, death, and mobility. Because these professions do not carry mandatory retirement requirements, the forecasting of openings may be less predictable. In addition, the number of estimated openings varies considerably within the first-professional category. For example, the categories of physicians, clergymen, and lawyers account for approximately 87 percent of the total estimated annual openings.

Comparison of Average Annual Numbers of Degree Recipients and Job Openings

New York State, 1970 - 1980

Degree Level	Unduplicated Average No. of Degree Recipients Annual Degrees	Average No. Job Openings[1]
Undergraduate and graduate (excluding first-professional)	100,800	100,100[2]
First-Professional[3]	5,100	8,000

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[1] Estimated job openings derived from "Manpower Projections, New York State, 1970-80.

[2] Professional, Technical and Managerial. Excludes professions in first-professional degree category.

[3] Includes Dentistry, Medicine, Optometry, Osteopathic Medicine, Podiatry, Veterinary Medicine, Law, and Theology.

It is difficult to accurately define the relationship between degree recipients and the number of job openings for the following reasons:

1. Not all degree recipients will immediately enter the employment field.

2. New York residents study out-of-State and out-of-State students attend New York institutions. The extent to which residents who have studied out-of-State return to their home states for employment is not clearly established.

3. Not all of the openings in the professional, technical and managerial occupations will be filled by degree holders. Conversely, a number of degree holders will find employment in other occupational areas.

4. The average annual degree recipients figure (particularly in the non-first-professional category) includes individuals who have completed degree requirements for purposes not necessarily related to first-time employment. Included are people who are already employed or whose study may have been related to personal interest.

The State Department of Labor is completing a study on the educational attainment of workers in various occupational categories. This report should provide useful information on the demand aspect of manpower needs and further reference to it will appear in the 1978 Progress Report on the Regents Statewide Plan.

Although the State and nation have experienced a severe recession. the impact on college graduates has not been as severe as on persons with less formal educational background. A 1975 Bureau of Labor Statistics study shows that the jobless rate increased from 5.7 percent to 12.4 percent (for the period of March 1974 to March 1975) for workers with less than 8 years of schooling, while for college graduates the rate increased from 2.0 percent to only 2.9 percent. Historically, a relatively low unemployment rate for college graduates indicates that they have been able to shift career patterns in response to changes in the economy or in national priorities. To have such flexibility, undergraduate students would be well advised to supplement their basic studies with courses such as statistics, accounting, data processing, and computer systems to enhance their versatility and flexibility as employees.

Further studies of postgraduate work experience are needed. There are additional needs of both students and educational institutions to plan appraisals of student interests and abilities early in the college experience. Opportunities for learning about employment outlooks and alternative programs of study should be integrated in student advisement procedures on a more intensive basis.

Chapter 6

TEACHER EDUCATION AND CERTIFICATION: A DECADE OF TRANSITION

Overview

There are 1,960 programs to train school administrators, teachers, counselors, and other school staff members offered at 104 higher education institutions. Each year for the past five years, approximately one-quarter of the students awarded baccalaureate degrees from New York institutions had completed teacher education programs and were eligible for a provisional teaching certificate.

Good teacher education programs respond both to new developments in the areas of education and teacher training and to the varying needs of communities and schools throughout the State. The 1972 Statewide Plan contained a call for revision and strengthening of teacher education programs, commonly called competence-based teacher education (CBTE). The college and university efforts to meet this call continue on schedule.

The need for responsive programs is made even more imperative by the diminishing demand for teachers. Since 1971, the supply and demand ratio has been reversed. There are now more graduates of baccalaureate programs prepared for public school service than there are positions available. Although there is some evidence of a reduction in the number of persons seeking certification, the long term projections indicate a level of production that far exceeds the demand. These trends call for a review by institutions of the need for programs.

There will also be less staff turnover in the schools. More than half of the present public school staff members will still be serving in the late 1990's. Almost three-quarters of the present staff have earned their permanent certification and thus have completed all required graduate study. Therefore, we can no longer rely on turnover and programs for advanced certification to improve public school services. In order to maintain quality educational programs for children and introduce new materials and methodologies into the schools, continued education of the existing staff will be required. Consequently, the establishment of a public policy on continuing education will be necessary.

The Regents urge a review of the allocation of scarce resources, but call for the continuation of institutional efforts to improve preparation for teaching which has been so evident in the colleges' and universities' continued response to the Regents earlier call.

Regents Recommendations

The Regents recommend:

1. *The goal, as stated in the 1972 Statewide Plan, of establishing a system of certification by which the State can assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn, is reaffirmed and continued.*

2. *To assure opportunities for school personnel to maintain their competence, a policy statement on inservice education should be devleoped for consideration of the Regents by January 1978.*

3. *Colleges and universities preparing school personnel are urged to:*

   a) *Counsel students interested in teacher preparation about the supply-demand prospects for teachers.*

   b) *Consider consolidation for elimination of preparatory programs which show a low rate of placement in elementary and secondary schools.*

   c) *Identify supplementary or alternative career opportunities for persons enrolled in teacher education programs.*

To aid institutions in these efforts the State Education Department will:

- Use the Educational Manpower Information System (EMIS) to help monitor and evaluate recently revised preparatory programs.

- Publish and disseminate an annual report of its data indicating the number of persons prepared by registered programs and the number subsequently employed in the State's public schools.

4. *To supplement the available data related to the supply and demand for teachers, a biennial registration by the State Education Department of all permanently certified school personnel should be established.*

Background

Revised Programs of Teacher Education

In the 1972 Statewide Plan the Regents enunciated a policy of teacher education and certification called "competency-based teacher education" that has had far-reaching effects. The Regents note the progress that has been made in a difficult transition period and recognize the time and effort that hundreds of people have invested in the planning and development of these programs. Major first steps toward improving the preparation of personnel for the public schools have been taken through the joint efforts of school and college personnel.

The experience to date has reinforced our belief that the implementation of the policy encourages the maximum amount of flexibility for the development of strong innovative programs of preparation. Graduates of competency-based programs have responded that their programs of preparation were relevant to their job responsibilities. Professional organizations are involved in the identification of important skills, knowledge and attitudes in their area of interest for inclusion in programs. Newer ways of preparing teachers, such as simulation of field experiences, are being utilized by colleges and universities.

Table 1 provides information on the status of action by the Department on revised programs submitted since February 1, 1975. The established time schedule for colleges to submit and initiate revised programs has been reasonably adhered to.

TABLE 1

SUBMISSION AND STATUS OF
REVISED PROGRAMS SUBMITTED
SINCE FEBRUARY 1, 1975

				Department Action			
Certification Areas	No. of Insts. Expected To Submit Programs	No. of Insts. Submitting Programs	No. of Programs Submitted	Registered	Withdrawn	Returned(2)	Under Review
TOTAL(1)	192	173	293	215	4	20	54
Percent	-	-	100%	73.4%	1.4%	6.8%	18.4%

(1) Includes programs for teachers of elementary grades, teachers of handicapped, and school administrators.

(2) Found to be unacceptable, comments made and permission given to revise and resubmit without prejudice.

The State University Colleges at Buffalo and Fredonia were granted extensions of one year to submit revised programs because of severe problems related to collaboration among the schools, colleges, and teacher representatives.

In November 1975 the Commissioner appointed a task force of 20 persons representing public school staff, collegiate staff, students, and lay persons to study the major issues in teacher education and certification and to recommend appropriate action to ensure the continued improvement of teacher education and certification. In a preliminary report, the Task Force has recommended that:

1. Teaching be established in law as a profession in a fashion comparable to the licensed professions.
2. A system of licensing based on an examination, including an internship, be established and all who practice the profession of teaching be required to be licensed.
3. A professional practices board be established in law for the education profession. The board would report to the Board of Regents through the Commissioner of Education and would have such duties as determining the nature and scope of the licensing qualifications, examination and establishment of criteria for programs, registration, and acting on questions of ethical and professional conduct.

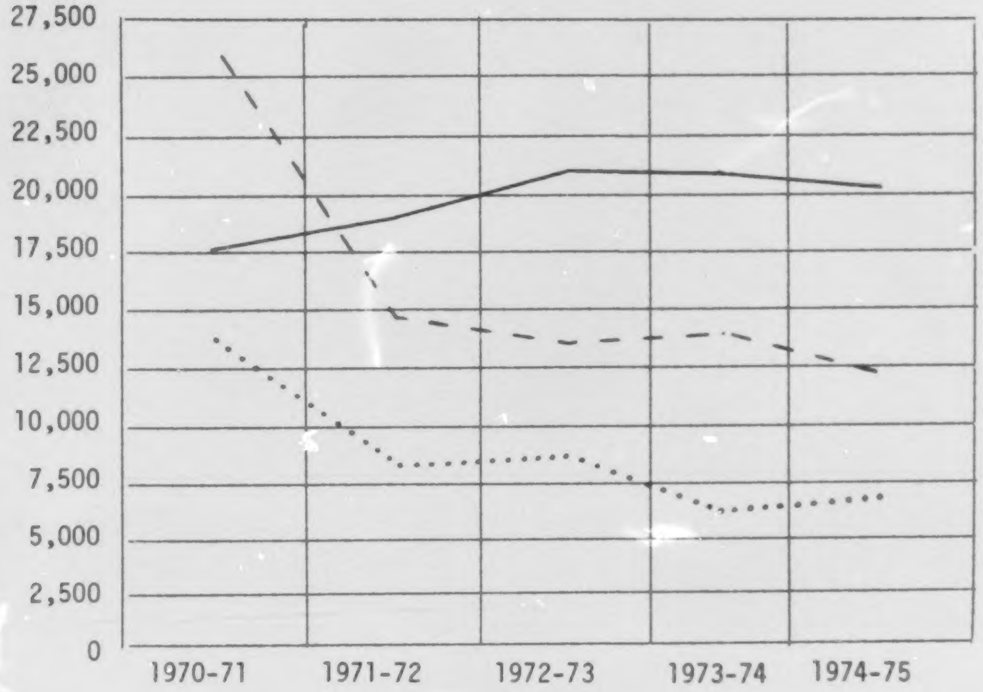
It is anticipated that the Task Force will make its final report by the end of 1976.

Supply and Demand

At present and for the foreseeable future, the number of graduates of teacher education programs significantly exceeds the positions available in the public schools as illustrated in the graph below. The gap shown between the number of positions available and the number of new graduates employed suggests that many positions are filled by persons with some experience.

While the data suggest a significant oversupply, the numbers carry with them a degree of uncertainty because there are important mitigating factors about which no reliable data exist. No data are compiled on individuals who 1) complete teacher education programs but do not intend to teach, 2) change their career objectives, or 3) complete a teacher education programs as preparation for a career other than public school service.

TRENDS IN NEW TEACHER GRADUATES, POSITIONS AVAILABLE, AND NEW GRADUATES HIRED



Key: Number of new graduates ———————————
Number of positions available — — — — —
Number of new graduates employed . . . . . .

Table 2 shows that even if enrollments in teacher education programs are reduced, there will continue to be an oversupply.

TABLE 2

ESTIMATES OF SUPPLY/DEMAND RELATIONSHIPS IN TEACHERS EDUCATION 1976-1980

Year	Supply	Demand	Oversupply
	a b	c	a b
1976-77	21,162/12,697	4,243	16,919/8,454
1977-78	21,275/12,765	2,852	18,423/9,913
1978-79	21,231/12,738	2,354	18,877/10,384
1979-80	21,101/12,708	2,061	19,040/10,647
1980-81	21,200/12,720	2,232	18,968/10,488

a. Assumes 25 percent of undergraduate baccalaureate enrollment continues in teacher education. The present proportion is 25 percent.

b. Assumes a decline to 15 percent of the proportion of undergraduates enrolled in teacher education.

c. Assumes maintenance of the same number of teachers employed in previous year with a 4% turnover rate.

Table 2 shows the ratios of supply and demand ranging from 3:1 in 1976, under the most conservative estimate of supply, to 10:1 in 1980, if the present proportion of students seeking teaching careers continues.

Students must be advised of the intense competition they will face when seeking employment. Institutions may need to consider a redistribution of resources and a reduction in the number, size and focus of their undergraduate teacher education programs. Institutions that experience a significant drop in their teacher education enrollments should consider eliminating programs.

To date, institutions have lacked necessary information to assist them in their planning. The Educational Manpower Information System (EMIS) now being developed by the Education Department will make available data on the production and public school employment of certified educational personnel in New York State. This will include data on the relative increase or decrease of institutional recommendations for certification, by area, and the number and percent of teacher education program graduates who are employed in the public schools of the State.

Inservice Education

Education is a State responsibility and pupils must attend schools for a specified period of time. Schools must maintain the competence of their personnel and prevent the skills and knowledge of their work force from becoming out-of-date. They can no longer rely on the infusion of new staff members to stimulate change.

In the public schools of New York State, 65 percent of the classroom staff are 40 years old or less and 71 percent of the currently employed teaching staff have permanent or life certification. A large number of teachers who have completed their studies at higher education institutions will continue in the profession.

When research suggests that changes be made in curriculum, organization, and teaching methodology, inservice education must communicate these changes to staff. The resources of the State Education Department, institutions of higher education, local districts, BOCES, and teacher organizations must all contribute to inservice education.

School districts spend less than one-half of one percent of their annual operating budget on inservice education (excluding salary increments) by school districts range from a low of $4.78 to a high of $61.61 per year.

A large number of districts reward teachers for inservice activities by granting salary credits. These credits remain a part of the teacher's base salary so long as the teacher is employed in the district. As the proportion of experienced staff grows, this method of reward becomes expensive.

Inservice education needs to be an integral part of a school district's effort to maintain the competence of its staff. Therefore, a reexamination of present incentives and the development of new options is imperative. School officials must work with representatives of teacher organizations to examine reward options for inservice education activities and graduate work. Through mutually agreed upon criteria and procedures, a system can be evolved whereby school personnel would receive extrinsic rewards only when they participate in inservice education that can be demonstrably related to improving the education of students.

As colleges and universities review their involvement in the preparation of public school personnel, they also should consider their role in providing inservice education and retraining.

Additional opportunities must be made available for school staffs to maintain their competence. The profession, as represented by teacher organizations, administrative groups, school boards, higher education institutions, and other pertinent groups, is encouraged to participate in a cooperative effort with the Education Department and the Teacher Education, Certification and Practice Board to develop and recommend a statewide policy on inservice education. A recommended policy needs to be comprehensive and address such topics as; the objectives of inservice education; agencies' roles in governing, delivering and evaluating inservice education; and the resources; - funding and personnel - necessary to establish comprehensive inservice efforts.

Chapter 7

HEALTH CARE DELIVERY AND HIGHER EDUCATION

Overview

The Board of Regents is concerned deeply with the ineluctable relation of medical and dental education to health care in New York. In 1973 the Regents appointed a task force to investigate medical school enrollment and physician manpower. Based on the task force report, the Regents formulated recommendations which were publicized in October 1975. The recommendations place a high priority on the increase of medical school enrollments and physician manpower.

The Regents reaffirm the need for expanding the number of New York State medical school graduates from 1,600 a year to 2,000 a year in order to meet medical manpower requirements. Additional medical manpower is especially needed in general practice or specialties associated with primary medical care.

Regents Recommendations

The Regents recommend:

1. *That the Legislature appropriate funds to the Regents for a study that will praticularly resolve the need for providing primary health care.*

2. *That to achieve the Regents goal of a minimum of 260 physicians per 100,000 population no later than 1990, 2,000 physicians be graduated annually in New York State by no later than 1990.*

3. *That the State provide general support for roughly one-third of net educational expenditures for students in medical and dental schools, and that tuition, Federal, and institutional sources comprise two-thirds.*

4. *That the State establish a program to support the conversion of several community hospitals to teaching hospitals (in specialties related to primary health care) in order to provide upper division clinical medical school places.*

5. *That graduate medical education, including residencies, be brought into the master planning process.*

6. *That changes be made in the Education Law to authorize the certification of nurse practitioners and their expanded practice, subject to appropriate medical supervision.*

Background

The Flexner report, "Medical Education in the United States and Canada," dealt with the lack of uniformity in medical education, nonexistent physician licensing procedures, and a general lack of uniform standards of physician quality. The Regents are concerned with the quality of health care today and the education process underlying it. As the body governing education in New York State, the Regents are responsible for evaluating medical education which provides the health care personnel needed by the people of this State.

The Regents believe the time has come for a new Flexner type report. The Regents recommend that the Legislature appropriate funds to the Regents for such a study, which would examine the quality and structure of medical education, but in terms appropriate to the last quarter of the twentieth century. It must define the health care professions, including their responsibilities, distribution of their services, their availability, their costs, and their financing. The study should examine whether long sequential training is necessary for all kinds of doctors and whether primary care doctors could be trained more quickly without sacrificing quality. A new report must speak to standards for recruitment of more New York students for service in the State. The study should inquire if there are ways to influence physicians during their education so that they become more effective in patient-doctor relationships. Finally it must address the financial implications of the answers it proposes.

It is recognized that one aspect of the physician manpower problem is associated with maldistribution, by specialty as well as geographically. The need for additional medical school capacity is attributable to a number of factors.

1. Increased effective demand for medical services resulting from medical insurance plans that permit persons in need of medical attention to pay for physician services.

2. Increase in population size, especially among older persons most in need of medical services.

3. The expected reduction by physicians in the length of their work week from sixty to forty hours and the tendency of physicians to retire early or retire completely rather than practice part-time.

4. The relatively high concentration of older physicians in family practice and their expected retirement in relatively large numbers during the next two decades.

5. Advances in medical knowledge that increase longevity but require extensive physician services (e.g., transplants, open heart surgery.)

There are offsetting developments that will economize on the use of physicians' time, such as the increased use of physician's assistants and nurse practitioners, the application of new diagnostic techniques that rely on technician rather than physician monitoring, and the potential expansion of the organized practice of medicine.

Even so, there is little risk of an oversupply of physicians, but if one should develop the State can take the opportunity to reduce its heavy dependence upon foreign-trained physicians. (Almost half of the new medical licenses granted annually in New York are to foreign trained physicians.)

Fortunately, New York enjoys a large supply of talented young people who are both motivated and qualified for study in medicine. In its interim report, the Task Force noted the American Association of Medical College's estimate that 22,000 qualified applicants to American medical colleges were not admitted to an American medical college in 1972. The Task Force estimated that 3,000 to 6,000 U.S. residents are studying abroad and as many as half of them are from New York State.

The recommended goal of 260 physicians per 100,000 population by 1990 accommodates a modest annual increase of only 1 percent in demand for services. The Regents hope that the goal will be achieved by 1985. Achievement of this goal would require a total annual graduating class of 2,000 physicians. The present size of the New York State medical school graduating class is 1,596.

The net educational expenditures per student measured in the Lewin and Associates cost study for New York State medical schools identifies per-student costs for New York State independent medical schools that are slightly above the national average, but below the State University level. The Task Force report provided, for the first time, valid estimates of the relative shares of the State, the Federal government, students, and institutions in financing medical education programs.

It should be noted that the "net educational expenditure" per student gives full recognition to the expenditures incurred to educate a medical student, including research and patient care costs related to education, the full remuneration of faculty members allocated to education, and depreciation. On the other hand, the net educational expenditure per student measures only a small part of total medical school costs; costs associated with non-M.D. educational programs, including graduate medical education (residencies), graduate work (M.S. and Ph.D.), allied health education, nursing education, patient services, and research not directly related to M.D. education are not measured by such cost data.

Even so, the Regents believe that the State's share of medical school costs should relate primarily to undergraduate medical education. In determining a "fair" State share, the Regents recommend that the State provide general support for roughly one-third of the net educational expenditures per student, and that tuition, Federal, and institutional sources comprise two-thirds.

The Regents have recommended a State-financed program to support conversion of several community hospitals to teaching hospitals (in specialties related to primary health care) in order to provide upper-division clinical medical school places. In 1976, funds were appropriated to the State University to establish a clinical campus of Upstate Medical Center at existing community hospital facilities in Binghamton. The Regents urge that the Legislature appropriate funds to the State University for additional programs of this type affiliated with State University Health Science Centers and to the Education Department for such programs affiliated with independent instiutions.

Legislation adopted in 1976 expanded the guaranteed loan limits for medical and dental school students as recommended by the Regents. The recent Amendments to the Higher Education Act expand the loan limits for graduate and professional students under the Federal Guaranteed Student Loan Program.

In 1975, legislation authorized the contract recommended by the Regents with the University of Vermont to reserve places in its medical school for New York State residents who agree to serve in areas of the State suffering a physician shortage. This year legislation authorized a similar contract with the University of Tel Aviv.

Geographical Distribution

The Regents are sensitive to the issues of how medical professionals are distributed within the State, and how our citizens gain access to health care and services. The manner in which medical education is funded and the requirements placed on students are closely related to the problem of providing medical service in areas having great need for medical services, urban and rural both.

Physicians and other health professionals decide to locate in a particular place because of professional opportunities, access to modern facilities, and educational, cultural, and recreational advantages. There are a number of steps that can be taken to correct maldistribution. The State should assist local communities in providing resources to attract health professionals. The establishment of more residence programs in primary care specialties, particularly in community hospitals in shortage areas, could lead to significant improvements.

Recognizing the need for primary care physicians, the Regents have approved a master plan amendment for the City University's Biomedical Science Program at City College and have chartered a new college of osteopathy. The Regents will follow the development of these programs.

While they agree with the conclusions of the recent Macy Commission report that "there is a critical need to maintain and indeed strengthen the cooperative spirit between the voluntary sector and the Federal goals, a tradition that many feel is threatened today in the field of health," the Regents support in concept the National Health Service Corps, established in 1970 to improve health care delivery to underserved areas of the United States.

Distribution By Specialty

Another aspect of maldistribution is the uneven distribution of physicians by specialty. There are some specialties, notably primary care, for which shortages are critical. The Regents Task Force recommended that graduate medical education, including residencies, be brought into the master planning process to provide a mechanism for quality control of residency programs, monitoring the mix of specialties, and influencing the number of foreign medical graduates holding residencies. The Regents concur.

Physician Extenders

The Regents recognize that one way to improve access to primary care may lie in the education and use of larger numbers of physician extenders such as physician's assistants and nurse practitioners. These professionals should work in close coordination with physicians. If such physician extenders are to play a major role in New York State the following will be needed: 1) uniform curriculum standards; 2) State and Federal support for educational programs for physician's assistants and nurse practitioners, medical students and allied health professionals trained to function as teams; and 3) as competence is demonstrated, changes in the Education Law to allow for increased latitude in performance of certain medical acts.

Chapter 8

THE LICENSED PROFESSIONS

Overview

The Board of Regents is charged with the legal responsibility to regulate and insure the competence and integrity of those professionals licensed Undet Title 8 of the Education Law. The Board is also charged with protecting the public against illegal practice by unlicensed persons and against the licensure of unscrupulous or unfit persons. In practice, these charges relate to three distinct functions: 1) approval of educational programs leading to professional degrees, 2) issuance of licenses to applicants who have demonstrated their competence, and 3) supervision of licensees and discipline of those found guilty of incompetence or misconduct.

The basic objective is protection of the public. At present there are four significant issues: how to limit professional recognition to those professions and trades for which control and monitoring are needed, how to guarantee initial competence of professionals, how to guarantee continuing competence of professionals, and how to apply standards of practice which will assure due process to practitioners and will protect the public. The Regents also have concerns about Federal-State relations affecting the 29 licensed professions.

Regents Recommendations

The Regents recommend:

1. *Professions be approved for licensing only if the public interest warrants. The Regents' comment should be solicited before the Legislature acts.*
2. *Practical application of legal and ethical principles of professional practice be emphasized in the curriculum of each professional school.*
3. *Each licensed profession strengthen its continuing education programs.*
4. *The recommendations of the State Boards for Medicine and Dentistry, that continuing education be required for professional re-registration of physicians and dentists, be implemented.*
5. *Appropriate legislative changes be developed in cooperation with state boards and professional societies in those professions where mandatory continuing education is desired.*
6. *Professions define standards of practice and recommend rules of conduct to be used in the evaluation of the performance of individual practitioners and professional conduct.*

7. Activities to identify and control unprofessional conduct be expanded throughout the State.

Background

Limiting the Number of Licensed Professions

The impact of professional licensure extends beyond guaranteeing the competence of licensees. It restricts certain kinds of practices and activities; it increases the cost to consumers; and it requires extra funds to administer the processes of education, licensing, and discipline. In light of the State's current fiscal situation, licensing should be restricted to those professions requiring special treatment to assure that the public interest is served.

Competence of Practitioners

Although it is impossible to guarantee the initial competence of all candidates, it is possible to insure that all candidates are exposed to the subject matter, concepts, principles, and procedures required to perform acceptably as practicing professionals, It is also possible, through the screening process of examination and review by teachers and others, to ascertain that graduates acquire requisite principles and skills.

The Regents will continue to monitor all professional education programs to upgrade quality. The Regents encourage the individual professional to determine and recommend ways to do this. They believe that the State should not compel program changes but should recognize changes recommended by the professional themselves. It is this belief which led to the initiation of an annual Regents Conference on the Professions to provide a forum for the discussion of issues affecting the professions.

Individual practitioners are often required to make decisions based on their personal understanding of law, ethics and professional standards. Programs of professional preparation should take these needs into account.

Continuing adequacy of practitioners is important. This is recognized by every profession and every profession provides opportunities for continuing education on a voluntary basis.

Standards of Practice

The Regents are aware of the responsibility to assure due process to licensed professionals and to protect the public against any incompetence or unethical behavior by professionals. They realize that individual practitioners and professional societies must help to control unprofessional conduct.

Federal-State Relations

There is a trend toward federal involvement in the regulation of professional credentials and professional service delivery. The Department of Health, Education and Welfare, the Equal Employment Opportunity Commission, and the Federal Trade Commission are considering significant changes in their rules and guidelines which would have an impact on New York State.

The Regents are concerned about proposals which would preempt functions heretofore carried out by New York State. The public interest is best served when licensing and consumer protection activities are committed to making State and local controls work.

Chapter 9

THE STRUCTURE, GOVERNANCE, AND COORDINATION OF POSTSECONDARY EDUCATION

Overview

The key question in the structure and governance of postsecondary education in these times of stabilizing fiscal resources and student populations is whether the postsecondary education system can manage itself effectively or whether it must increasingly come under direct State control. A related question concerns the type of relationship which should exist among the State University of New York, The City University of New York, the independent degree-granting institutions and the non-degree postsecondary education institutions.

Changes in structure and governance should not produce movement toward greater statewide control. The Regents believe that society would be best served by institutions that have an appropriate degree of autonomy.

Although government has come to play an increasingly active role in the determination of statewide postsecondary education policy, an increased involvement with, and intervention in, higher education could stifle academic creativity, cripple the ability of the educational establishment to critically assess the effectiveness of government, and lead to unwarranted interference in the management of institutions. While government must play a role in developing educational policy, a legitimate boundary must be preserved between government and higher education institutions.

The annual allocation of financial support by the State must be coordinated with the master planning process and must relate to on-going academic planning to better enable the Regents to carry out their statutory responsibility. There must be a more coordinated review of the overall fiscal needs of the postsecondary system. The existing role and relationships of the Division of the Budget, the State Education Department, the State University, the City University, and the independent institutions in the fiscal process need to be modified.

Two other structural changes would result in the more effective use of resources: (1) the coordination of construction projects must be improved and (2) the cooperative sharing of resources at the regional level must be effected. This can be done without adding another layer of bureaucracy to the budget-making process and without additional staff in the Education Department.

Regents Recommendations

The Regents recommend:

1. *That the separation of the Executive and Legislative branches, the Regents, and institutional governing boards continue.*

2. *That The City University of New York remain a separate public institution with its own central administration and governing board.*

3. *That legislation be enacted to require the State University and the City University to submit their annual budget requests to the Regents at the same time that they are submitted to the Governor. The Regents will submit, on an annual basis, recommendations which will be advisory only concerning State funding for postsecondary education to the Governor and Legislature.*

Background

Education in New York State is a vast and complex function of State and local government, private enterprise, and individual initiative. At the postsecondary level, education is a $3 billion-a-year activity which employs over 2 percent of the State's total work force and provides services for more than a million students.

More than 700 institutions and agencies provide some form of postsecondary education and their programs are registered or approved through the Regents and the State Education Department. These institutions vary greatly in terms of size, mission, scope, and service.

The past decade has been a period of unprecedented growth. Undergraduate enrollments have grown from 325,000 in 1965 to 807,000 in 1975. Graduate enrollments have risen from 90,000 to 190,000.

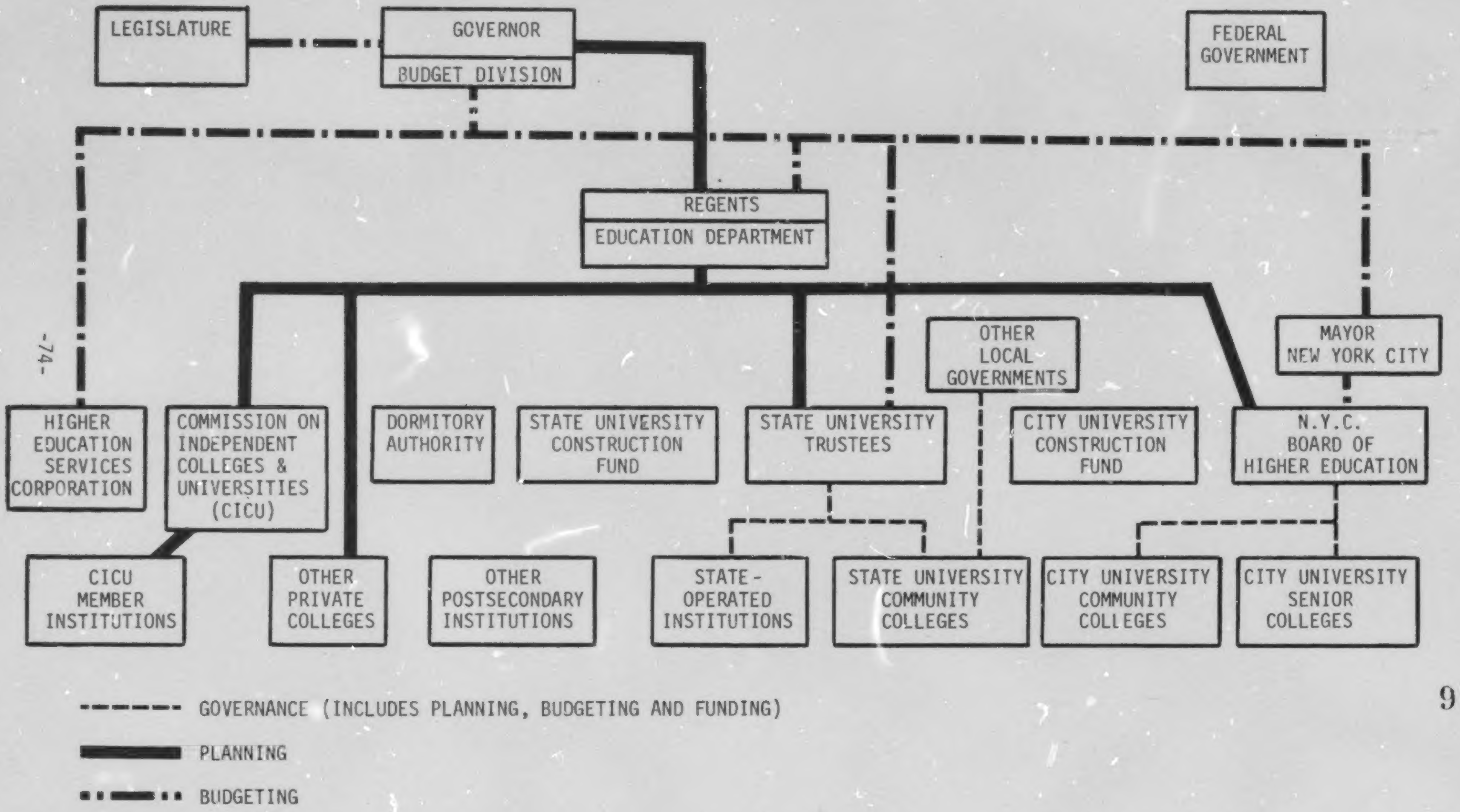
Enrollment in the public sector, which was enlarged to accommodate increased public demands for higher education, more than doubled during the past decade; independent college and university enrollments rose slightly less than 50 percent during the same period.

Public policy toward higher education is defined through the interrelated processes of statewide planning, annual budgeting, institutional governance, and accountability. Chart 1 shows the existing relationships with the current system.

Statewide planning is the primary responsibility of the Regents and is accomplished through development of the Statewide Plan, the biennial Progress Report, and periodic amendments to the Statewide Plan, Each of the sectors prepares master plans for inclusion in the Statewide Plan which, upon approval by the Regents, become integral parts

Chart 1

PRESENT STRUCTURE OF POSTSECONDARY EDUCATION IN NEW YORK STATE *


LEGISLATURE
GOVERNOR
BUDGET DIVISION
FEDERAL GOVERNMENT
REGENTS
EDUCATION DEPARTMENT
OTHER LOCAL GOVERNMENTS
MAYOR NEW YORK CITY
HIGHER EDUCATION SERVICES CORPORATION
COMMISSION ON INDEPENDENT COLLEGES & UNIVERSITIES (CICU)
DORMITORY AUTHORITY
STATE UNIVERSITY CONSTRUCTION FUND
STATE UNIVERSITY TRUSTEES
CITY UNIVERSITY CONSTRUCTION FUND
N.Y.C. BOARD OF HIGHER EDUCATION
CICU MEMBER INSTITUTIONS
OTHER PRIVATE COLLEGES
OTHER POSTSECONDARY INSTITUTIONS
STATE-OPERATED INSTITUTIONS
STATE UNIVERSITY COMMUNITY COLLEGES
CITY UNIVERSITY COMMUNITY COLLEGES
CITY UNIVERSITY SENIOR COLLEGES
GOVERNANCE (INCLUDES PLANNING, BUDGETING AND FUNDING)
PLANNING
BUDGETING

* As of June 1, 1976

of the Statewide Plan, which subsequently is submitted to the Governor for his approval and to the Legislature for information. Important contributions to statewide planning have also been made by Regents Regional Advisory Councils in terms of addressing the needs of the regions in which they function and by reviewing institutional program requests and proposed master plan amendments. State funds should be provided to carry out these State functions provided by Regents Regional Advisory Councils.

Budgeting is a resource allocation function that is initiated by governing boards and, in the public sector, determined finally by executive and legislative actions. The size and distribution of the City University operating budget has been a municipal function of the City of New York that takes into account appropriations proposed by the Governor and authorized by the Legislature. Sponsoring local government (usually counties) determine the budgets for the community colleges. These budgets are subject to approval by the State University trustees, and must take into account State limitations on tuition levels and State appropriations. Decisions on the State-operated colleges and universities rest with the Governor and the Legislature.

The budgeting process also includes the student financial aid programs and administrative operations of the New York State Higher Education Services Corporation. The Corporation was established, through legislation in 1974, for the purposes of centralizing administration of the State's student financial aid programs (Tuition Assistance Program, Regents scholarships and fellowships, and State student loans) and coordination of such programs with those of other government sectors, particularly at the federal level. In recent years, student financial aid programs at both the State and federal level have grown significantly in expenditures as well as in kind. There is increasing recognition of the need to simplify and unify the diverse application and payment process in order to facilitate student planning for financing the cost of attending postsecondary institutions.

The State directly influences the financial well-being of independent institutions through the allocation of State aid paid directly to the institutions, and by the level and distribution of student aid. Boards of trustees determine the budgets for independent institutions that take into account appropriations for State aid. Public policy regarding independent institutions can be discerned from the State resources allocated to independent institutions.

Governance is the responsibility of institutional trustees subject to overall policies adopted through the planning process and implemented through the budgeting process. Governing boards determine institutional policies, monitor administrative operations, and assure accountability with respect to internal operating policies and procedures.

Accountability is accomplished in several ways. The Regents and the Commissioner of Education have responsibility to ensure that all educational programs offered in the State meet minimum standards of quality and are consistent with the needs identified in the Statewide Plan. For example, the Education Law and the Rules of the Regents confer on the Commissioner the authority to withdraw or to decline to renew registration for programs that do not meet minimum standards of quality. Fiscal accountability for public institutions is a function carried out by the sponsoring government and the State Comptroller. Fiscal accountability in the independent sector is through a system of reporting to the Commissioner of Education under rules and regulations governing the State programs.

Coordination of All Levels of Education

The Board of Regents coordinates and supervises all levels of education in New York State.

The role of the colleges and universities must be seen in its relationship to that of secondary education and of other forms of postsecondary education. The Regents have facilitated articulation between secondary and postsecondary institutions. The Regents have approved a competency diploma to indicate adequate preparation for postsecondary work, and have encouraged advanced placement examinations for students who are able to accelerate their educational process.

Postsecondary education is now provided by a variety of institutions. The Regents coordinate these institutions as the State Postsecondary Education Commission provided for in Section 1202 of the Federal Higher Education Act. As the State Board for Vocational Education, the Regents coordinate occupational education offered by colleges and universities, trade and occupational schools, proprietary schools, public schools, Boards of Cooperative Educational Services, and private corporations.

The Checks-and Balances System of Postsecondary Education

The master planning process that provides for a periodic definition and review of the mission of postsecondary education provides the Regents and the Governor with the opportunity to review, evaluate, and approve or disapprove plans of postsecondary institutions, with the final approval of the Governor. In addition, the Governor and the Legislature, through the annual budget process, allocate and reallocate resources to and among the various State programs in support of postsecondary education. This annual process provides elected officials with mechanisms to assure the responsiveness of the system to higher education needs within the broader framework of overall State needs.

While these mechanisms provide opportunities for direct decision-making in postsecondary education, the State has wisely followed a policy of voluntary restraint on the exercise of direct control over higher education institutions. The State has limited its opportunities for direct government intervention on matters of institutional governance through the establishment and recognition of independent boards. Through delegation to the Regents of authority for academic quality, elected officials provide a means for preserving the independence and integrity of academic offerings.

Like a free press, colleges and universities independent of government control are essential institutions in a democratic society. One of the important functions of colleges and universities to to provide a place for critical research concerning the effectiveness of government, its programs, and the institutions of our society. This role can be realized only if higher education institutions can provide an atmosphere for objective work regardless of how critical they may be of public programs and institutions. Further, higher education institutions provide for the development and dissemination of new ideas.

Nevertheless, the role of government in education has been increasing in recent years and pressures for further involvement continue. The high degree of dependence of educational institutions, especially public institutions, upon the State for operating funds leaves them particularly vulnerable to direct intervention by government officials in their admissions policies, program offerings, assessment of program quality, and staff recruitment and retention. Elected officials, as representatives of constituencies, are under constant pressure to exert direct influence for individual constituents upon higher education institutions. These pressures sometimes extend to academic matters best resolved within the academic community itself.

For these reasons, the Regents, in proposing strengthened arrangements for coordination and governance of higher education, reaffirm the basic principle of preserving the checks and balances established within this State. This will assure government's legitimate role in the formulation and implementation of public policy with respect to higher education institutions, while preserving well-defined boundaries that protect higher education from unwarranted government intervention in the internal academic decision-making process.

Institutional Autonomy vs. State Control

The diversity of the postsecondary system must be protected and enhanced. The postsecondary system must reflect the pluralistic nature of our society. New York State's residents have a broad range of needs and desires that can only be accommodated through a diverse system of education. Moreover, each type of institution is stimulated to better performance by the competition of the marketplace.

The Regents question the notion that increased state control must necessarily follow state funding and that increased government regulation is necessarily the best way of protecting the public interest.

State control is based upon workload formulas, cost standards and student/staff ratios. But methods of enhancing quality are absent. Quality cannot be mandated by a statewide formula, this is the responsibility of governing boards, institutions, and individual departments. Statewide formulas have not resulted in costs at state institutions that are lower than those at institutions not under such controls. For example, comparisons of educational costs per student at the State University of New York and at comparable independent institutions show virtually no difference.

New York State is unique in the educational resources that have been developed to meet the needs of the people. Each of the sectors and individual institutions within the sectors have a constituency that they serve well. The vitality of the overall system depends upon responsiveness to these groups of people. Service is the "raison d'etre" of institutions, and State actions should preserve and enhance this strength without imposing controls that would result in a homogenization of the system. The major goals of the State should be to maintain a strong independent sector, a well developed State University, and an independent City University.

A Strong Independent Sector

The Regents recognize the public mission of independent colleges and universities. These institutions have contributed to research and scholarship, have provided higher education opportunities for State residents, and have helped meet State manpower needs especially in graduate and professional education. Public policy, including State financing as proposed in Chapter 10, should provide independent institutions with the opportunity to continue their contributions. To the extent that it is consistent with student choice, State policy should be to enable the independent sector to maintain at least the present proportion of enrollments.

A Well-Developed State University

Within less than 30 years, the State University of New York has developed from a collection of teachers colleges, agricultural and technical institutes, and contract colleges into the largest public university in the world. The University has devoted its resources to the development of the range of programs required to meet the needs of the people of the State. The University educates one-third of the State's high school graduates. According to its master plan, the State University's first two priorities are to examine the purposes of and to develop new approaches to its undergraduate education program, and to strengthen its basic research program. The Regents feel that other areas that will need extensive study include the clarification of the missions of each of the four-year colleges, the improvement of the quality of graduate programs, and service to minority and women students. A re-evaluation of construction and enrollment plans is also in order.

An Independent City University

The City University of New York has a unique mission of public service and has endeavored to be responsive to the needs of the people of New York City. It enrolls, proportionately, the largest number of women, minorities, and older adults of any sector of higher education in the State. It has the lowest per student operating cost and exhibits the highest rate of facilities utilization of all colleges in the State. The problems that the City University has suffered this year have resulted from the financial problems of New York City. The City University cannot be held solely responsible for what occurred. A new Board of Higher Education has now been appointed. The Board must seek to consolidate the University's programs and institutions in anticipation of declining enrollments. The University must also work with the independent institutions in the City to coordinate program offerings to meet the unique needs of a commuting student population.

Coordination of Planning and Budgeting

It is critical that the overall budget review system clearly define programmatic goals for postsecondary education and relate them to the academic planning process. An effective budgeting process depends upon a careful evaluation of the educational mission, objectives, and needs of the various sectors. This role of evaluation is performed by the Regents but is not coordinated with the budget process. There should be an annual review of the fiscal needs of postsecondary education conducted by the Regents in order to establish the necessary partnership among the Regents, the Governor, and the Legislature which would join educational policy as promulgated in the Statewide Plan with the State's funding of education. Such a review would not be another step in the budget process but rather would be a concurrent action by which the Regents could express their concerns and state their priorities in an advisory capacity to the Governor and Legislature.

The first step toward a coordinated fiscal review has already taken place. During the fall, the Commission on Independent Colleges and Universities submits its recommendations for legislative action to the Regents for analysis and review. The Regents assign priorities to the recommendations, and share this information with the Director of the Budget.

The Regents cannot conduct a complete review of the fiscal needs of postsecondary education because copies of the State and City University budgets are not made available at an early stage in the budgetary process.

The annual fiscal review conducted by the Regents would not involve detailed budget review since that function properly lies with the Division of the Budget.

The annual fiscal review would have the following objectives:

a. Determine consistency of annual budget submissions and financing proposals with the Regents Statewide Plan.

b. Identify priority areas for funding.

c. Describe the financial needs of all sectors of postsecondary education and propose a equitable allocation of resources to meet these needs.

d. Recommend a distribution of resources intended to provide maximum educational opportunities at a minimum cost to the State.

Chapter 10

THE ALLOCATION OF FINANCIAL RESOURCES

Overview

State financial support is a primary determinant of how and to whom postsecondary education is provided. The State's financial policies also determine the distribution of programs and students between public and independent institutions and among institutions within sectors.

Even before the State and City of New York experienced their fiscal crises, the size and complexity of the State's postsecondary education system, and its rapid growth, prompted questions about the shares of the total fiscal burden borne by federal, State, and local governments, students and their families, private philanthropy and other institutional sources of income.

The techniques and patterns of financing which were developed and applied during period of growth and development may not be appropriate for a system with relatively constant levels of enrollment and program commitments. Neither may that financing "system" be efficient or equitable during an extended period of decreasing enrollments, resource conservation, and limited availability of all sources of income.

Regents Recommendations

Long Term Financial Policy

The Regents are concerned about the lack of a long-term plan for the allocation of funds among the sectors of higher education. The following recommendations should guide the annual budget process:

1. *Tuition at Public Institutions:*

   Public institutions should be funded at levels sufficient to meet defined enrollment goals and institutional missions established through their approved master plans. Students should contribute, through tuition charges, one-third of the cost of their undergraduate study and 40 percent of the cost of their graduate study; tuition levels should be evaluated and adjusted at least every three years through well-defined procedures. This will help to stabilize tuition at a subsidized level. At the State University, tuition revenues must also cover debt service on academic facilities.*

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*"Cost of study" means the average of adjusted Educational and General Expenditures per full-time equivalent student at SUNY and CUNY. Undergraduate tuitions now equal approximately one-third of the cost of instruction at public institutions.

2. *City University:*

The State should increase its share of The City University of New York senior colleges operating budgets, net of tuition revenues, to 80 percent by 1979-80. The City of New York should reduce its share of financing to 20 percent and maintain that level to provide services and programs to its residents to meet their local needs. The State should provide fiscal parity for the City University by financing at a level sufficient to provide instructional and other services comparable to those provided at the State University.

3. *Community Colleges:*

Community college financing should continue as the responsibility of the local sponsor. The State share should be one-third of the net operating budgets for other than Full Opportunity Program colleges and 40 percent for Full Opportunity Program colleges.

4. *Independent Institutions:*

The overall level of State funding for independent institutions should be based on the standard cost per student at public institutions. Separate cost standards should be established for undergraduate and graduate students. The relative distribution of funds for student aid and institutional support should be in the ratio of 2:1 for undergraduate education. For graduate education, funds should be allocated on the basis of program priorities.

The following guidelines should be used to determine the overall level of funding for undergraduate and graduate programs and are not intended to define the way funds are distributed.

a) Undergraduate: The overall level of State funding for independent institutions should equal 25 percent of the standard cost per undergraduate multiplied by the number of undergraduate students attending independent institutions.

b) Graduate: The overall level of State financing for independent institutions should equal 15 percent of the standard cost per graduate student multipled by the number of graduate students attending independent institutions.

5. *Undergraduate Student Aid:*

The Tuition Assistance Program should become the single source of State grant funds allocated to compensate for inability to pay. Other State programs of student aid, such as the Regents Scholarships, should continue to be awarded on the basis of merit. No State funds should be allocated for internal student aid programs in the public sectors, except for graduate fellowships and assistantships. Public institutions are encouraged to seek non-State funds for student aid. The City of New York is urged to fully fund a tuition aid program for full-time undergraduate CUNY students from families with gross incomes of $14,000 or less. The schedules of both income levels and award levels of the Tuition Assistance Program should be reviewed every three years, and appropriate adjustments made in line with increases in personal income, educational costs, and tuition rates.*

6. *Graduate Student Aid:*

New York needs to assure a continuing source of talented persons who can contribute to advancing knowledge. A comprehensive program of graduate student aid should be established to provide substantial support for the most qualified New York State residents who seek to continue their studies through the doctoral degree. The program would offer 800 Regents Fellowships annually to first-time doctoral students. The award would be for four years and cover tuition or $3,000, whichever is less, plus a $2,500 annual stipend for living expenses. The duration of the Tuition Assistance Program awards for all other graduate students should be one year, or two years for master's degree students in a program of study requiring more than one year, or four years for students in first-professional degree programs, but a new higher schedule of graduate TAP awards should be established.

The Regents have proposed to the Federal government a program of matching aid to institutions enrolling such fellowship holders.

7. *Opportunity Programs:*

The State should adopt cost standards for educational opportunity programs at both public and independent institutions, and provide public per student funding annually to all institutions conducting the programs.

**Other than assistance furnished through HEOP, SEEK, College Discovery, EOP, and state student loan programs.*

Programs for economically and educationally disadvantaged students have social objectives and are not simply supplemental devices to subsidize educational costs for disadvantaged students. The Legislature and the Governor have looked on this effort as a statewide obligation, yet the burden of financing these programs falls unevenly on the various public and independent institutions operating them. The Regents see no justification for these differences in funding.

Immediate Action

The adoption of the long-range policy proposed by the Regents can only be accomplished over time. As a beginning step toward that policy, the Regents recommend that the following actions be taken in 1977:

A. *Public Institutions:*

Adequate funds should be appropriated by the State to enable public higher education institutions to meet their 1977 enrollment goals as established in this Plan. The State should pay particular attention to meeting the special funding needs of the City University and the community colleges throughout the State. In addition, funds should be made available to the State University for strengthening doctoral education but subsequent to and in accordance with a comprehensive plan approved by the Regents and the Governor.

B. *Independent Institutions:*

The enriched level of aid to independent institutions under the Bundy program, authorized for 1976-77 in the appropriation act, as modified by the following recommendation of the Regents, should be made permanent in Education Law:

	Presently Authorized in Education Law	*Approp. Act 1976-77*	*Regents Proposal*
Associate degrees	*$ 300*	*$ 330*	*$ 500*
Bachelor's degrees	*$ 800*	*$ 940*	*$ 950*
Master's degrees	*$ 600*	*$ 650*	*$ 650*
Doctor's degrees	*$3,000*	*$3,100*	*$3,800*

The proposed schedule would result in a 5 percent increase in funding per academic year. Because of overlapping of academic and State fiscal years, the new formula would require a State appropriation of $68.9 million for fiscal 1977-78. This represents a $6.2 million, or 10 percent increase, over the funds required for 1976-77 (including a deficiency request of $2.8 million).

C. *Medical and Dental Education*

The State should move to one-third funding of the net educational expenditure for medical and dental education of $12,000 per student per year by (1) enacting the Regents proposal to increase per capita aid to medical and dental schools to $2,000 per lower-division student and $4,000 per upper-division student, (2) continuing for the second year the program of aid to expand upper-division enrollment of COTRANS and Fifth Pathway students (New York residents pursuing medical studies abroad) begun in 1976-77, (3) supporting the contracts with the universities of Vermont and Tel Aviv for places for New York residents at their medical schools, and (4) providing funds for the conversion of appropriate community hospitals to teaching hospitals. These steps would require an appropriation of $21.0 million for fiscal 1977-78 a $5.0 million increase over 1976-77.

The Regents applaud the State University Trustees for increasing medical school tuition as the first step toward the Regents recommendation that tuition equal one-third of net educational expenditures at the State University medical schools. The Regents recommend that the State University Trustees take another step toward that level, for next year. The Regents also urge State support to the State University for the conversion of appropriate community hospitals to teaching hospitals associated with State University medical schools, and to the Regents for similar conversion associated with independent medical schools.

D. *Tuition Assistance Program:*

To compensate for increases in tuition (averaging $700 at independent institutions since 1974) the State should, in 1977, increase the maximum undergraduate TAP award from $1,500 to $1,700. The criteria for exclusion of parental income for the Tuition Assistance Program should be restricted along the lines proposed by the Regents in the legislative program. The changes would require an increase of about $15 million over the level of funds determined to be needed for 1977-78 to cover the present program.

E. *Graduate Student Aid:*

The graduate fellowship program proposed by the Regents should be enacted in 1977, and the first awards made in 1978-79. No appropriation would be required for fiscal 1977.

Background

Present Financing Patterns

In 1974-75 and 1975-76 New York State appropriated about $1.2 billion per year for the support of postsecondary education. From 1971-72 to 1975-76, State appropriations for postsecondary education rose by almost 50 percent (Table 1). For 1976-77, $1,245.2 million was appropriated for postsecondary education, an increase of only 1.3 percent over the previous year.

Table 1
State Appropriations For Postsecondary Education
1971-72, 1975-76 and 1976-77 (Amounts in $ Million)

	Amounts			Percent Change	Percent of Total	
	1971-72	1975-76	1976-77	1971-76	1971-72	1976-77
State Univ. of NY[1]	$ 472.7	$ 667.4	$ 636.0	34.5%	57.0	51.1%
City Univ. of NY[2]	90.0	140.4	117.3	30.3	10.8	9.4
Community Colleges[2]	92.0	148.0	156.0	69.6	11.1	12.5
Aid to Non-Public Institutions						
Bundy Aid[3]	26.9	57.4	59.9	122.7	3.2	4.8
Health Prof. Educ.	12.9	19.0	16.0	24.0	1.6	1.3
Aid to Students[4]	75.5	133.0	198.1	162.4	9.0	15.9
Prog. for Disadvantaged Students	44.3	44.2	38.9	(12.2)	5.3	3.1
Other State Educ. Support & Programs	8.0	7.9	8.0	-	1.0	.6
Other SUNY Programs	1.7	2.2	2.0	17.6	.2	.2
Other State Agencies and Special Proj.	5.8	10.2	13.0	124.1	.7	1.0
TOTAL	$ 829.8	$1,229.7	$1,245.2	50.1%	100.0%	100.0%

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[1] Excluding certain programs covered in categories below and including estimates of funds for employee benefits.

[2] State share of operating budgets, including special appropriation for CUNY of $24.0 million for 1975-76.

[3] Aid formula increased by average of about 60 percent in 1973; sixteen additional institutions became eligible for aid between 1971-72 and 1976-77.

[4] Increase mainly attributable to adoption of Tuition Assistance Program in 1974.

Community colleges receive between one-third and 40 percent of their operating funds from the State. They are authorized to charge students tuition up to one-third of their operating budgets. The rest of their funds come from local tax revenues from both the sponsoring government and other governmental units whose residents attend the colleges. Facilities are fully funded by the State and the local sponsor on a 50-50 basis.

Independent institutions receive about three-quarters of their funds from tuition charges to students. Endowment income, annual gifts and grants, and other sources including public monies make up the balance. Eligible independent institutions receive about 5 percent of the educational operating funds from the State under the Bundy program of aid to independent institutions.

To the extent that the costs of higher education services are borne by students through tuition charges, the State also participates significantly through its Tuition Assistance Program and Regents Scholarships, thus indirectly subsidizing both public and independent institutions as they enroll low and low-middle income students. During the 1974-75 academic year, such State grants covered about 36 percent of the total tuition charges levied on State University students. The ratio was 33 percent for students attending community colleges and about 12 percent for State residents enrolled in independent institutions.

By subsidizing more than one-third of the tuition payments of students in addition to direct support, the State supplies almost 85 percent of the operating funds for State University. Similarly, by covering one-third of the tuition payments made by students in the community colleges, the student aid programs raise the State's share of support for those institutions to about 50 percent. Finally, grants to students attending independent institutions, amounting to almost $50 million in 1974-75, raised the State share of support for those institutions to about 10 percent.

Overall State Allocations for Postsecondary Education

State allocations in support of postsecondary education will increase, not decrease, primarily to meet cost increases in the public and independent sectors and to maintain or increase student aid programs as tuition charges and other college-going costs rise because of continuing inflation. The State should also consider, within its available resources, increased support to meet new and emerging needs and to assure equitable financing of all institutions and resident students in the State.

In making their recommendations for the future financing of postsecondary education, the Regents considered a range of estimates of funds likely to be available from State sources to support postsecondary education.

Over the past five years, postsecondary education's share of total State revenues had averaged about 12 percent; new funding formulas and levels reduced this share to 11.7 percent for 1976-66 (Table 2).

Table 2
New York State Postsecondary Education's Share
of Total State Revenues 1971-72 - 1976-77 ($Million)

	Total State Revenues*	Appropriation for Higher Education	Higher Education Percent Of Total
1971-72	$ 6,939	$ 830	12.0 %
1972-73	8,132	872	10.7
1973-74	8,400	1,012	12.0
1974-75	9,423	1,173	12.4
1975-76	9,974	1,230	12.3
1976-77	10,611	1,245	11.7

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*Excluding Federal revenue sharing funds.

The State University of New York receives about 75 percent of its funds for operation of the State-operated campuses from direct State appropriations. The remaining 25 percent of its operating funds comes from unrestricted non-public sources. Tuition income is the largest component of unrestricted revenue. While tuition income is pledged to meet the debt service on academic facilities, it also contributes significantly to the operating budget.

Until this year, The City University of New York received 50 percent of its certified budget for senior colleges, net of tuition and fee income, from direct State appropriations; the City of New York also provided 50 percent from its local tax revenues. This matching formula has been suspended for the 1976-77 academic year, and a long-term pattern of financing is yet to be worked out. Facilities have been fully funded by City and State appropriations.

Table 3
Estimates of State Revenues Available To Finance Postsecondary Education 1974-75 to 1976-77 Actual and 1977-78 to 1980-81 Estimated
(millions of dollars)

	State Revenues	State Expenditures For Education[a]	Appropriation for Postsecondary Education Low[b]	 Mid-Range[c]	 High[d]
Actual					
1974-75	$ 9,423	$ --	$1,173	$1,173	$1,173
1975-76	9,974	--	1,230	1,230	1,230
1976-77	10,611	--	1,245	1,245	1,245
Estimated					
1977-78	11,360	5,025	1,347	1,378	1,409
1978-79	12,243	5,138	1,439	1,479	1,518
1979-80	13,175	5,281	1,524	1,579	1,634
1980-81	14,032	5,434	1,657	1,699	1,740

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[a] Source: State of New York Five Year Projection of Income and Expenditures, General Fund, Fiscal Years 1976-77 through 1980-81.

[b] Low estimate by the State Education Department based on estimates by the Director of the Budget of a declining share of State funds allocated for education.

[c] Mid-Point of low and high estimates.

[d] High based upon assumption that 12.4 percent of State revenues, the State funds allocated to higher education for 1975-76, is allocated for postsecondary education.

These estimates are based upon the Director of the Budget's estimates of future State revenues.

State funds available for postsecondary education are likely to increase by an average between 7.4 percent and 8.8 percent a year between 1976-77 and 1980-81. These data are shown on Table 3. The average annual increase is estimated between $103 million and $124 million during each of the next four years.

These estimates assume that State revenues will rise as the Budget Director estimates and that postsecondary education, as a well-defined State function, will continue to receive a relatively stable share of overall State revenues. Arguments can be made that New York State, which ranks relatively low nationally in the share of per capita income allocated to support postsecondary education, should increase the share of its budget going to postsecondary education. On the other hand, New York State's present fiscal circumstances and the special needs of New York State residents for other State-financed services suggest the above range as a reasonable basis for fiscal planning.

Basic Principles

In the development of the postsecondary education financing recommendations, the Regents have used the following basic principles:

1. For many years, postsecondary education has been financed by four sources of funds: (a) tuition payments by students, (b) gifts and grants from philanthropies and income from institutional endowments, (c) State and local governments, and (d) the Federal government. State policy should be based upon well-defined shares of the total costs to be borne by these participants, even though proportions will vary according to institutional sponsorship and educational mission.

2. Public and independent institutions share common public missions and similar student populations and should be considered a single coordinated system of postsecondary education. In general, they respond to the same demands from their students and the public. The major distinction between public and independent institutions is the share of their budgets covered by State appropriations.

3. The costs of supplying educational services to students do not differ between public and independent institutions, if one compares similar institutions and similar program offerings.

4. Institutional and program growth and development should be complementary, not competitive.

5. In an era of resource conservation, public policies should strive to maintain the best institutions and the most gifted students. It is desirable and necessary, as well, to sustain and preserve those institutions which provide access to students who might not otherwise be served in their regions of residence. This required a system of public and independent institutions geographically and fiscally accessible to the students of the State, offering a diversity of programs.

The independent institutions are quite public in nature. Their missions, activities, and clienteles overlap those of the public institutions. There are no "public" or "private" students; there are only students. There is no public as oppposed to private academic research; nor public versus private scholarship; nor public versus private community service.

If the State is to make the most efficient use of its funds, it must allocate its resources toward postsecondary education even more efficiently during the coming period of resource conservation than might have been necessary during periods of growth.

6. During a period of declining enrollments and redefinition of mission, it may be more desirable to use public funds to support students than it is during an era of expansion. Giving the students greater freedom of choice and the means to exercise it imposes an automatic kind of accountability on all institutions and requires them to compete on their merits.

Cost Implications

Implementation of the Regents recommendations will require a State appropriation of $1.39 billion for fiscal 1977-78. While this is an increase of $146 million over 1976-77 (11.7 percent), it is only 12.2 percent of the estimated State revenues of almost $11.4 billion in 1977-78, and well within the parameters discussed above. For fiscal 1978-79, the appropriation needed for higher education appears to be about $1.45 billion (a further increase of about $65 million or 4.7 percent), or 11.9 percent of the estimated 1978-79 State revenues of more than $12.2 billion. A cost of $1.55 billion is estimated for 1979-80 and $1.64 billion for 1980-81 -- each being 11.7 percent of the State's revenues for those years.

Chapter 11

FACILITIES

Overview

Over two-thirds of all space at institutions of higher education in New York State has been constructed in the last 30 years, a period when enrollments increased more than threefold Most of this construction took place in the 1960's because of the interest and support of the federal government in meeting the need for facilities in higher education institutions. The State University construction activities were unmatched by any public collegiate system in the country. The independent institutions were not far behind in their construction programs. The City University, on the other hand, experienced impressive enrollment growth while facilities expansion moved at a slower pace. Colleges and universities are faced with a new set of circumstances. Federal priorities have changed. Undergraduate enrollments are stabilizing and will decline in the future. Physical plant operating and maintenance costs are high. The market for capital for facilities renovation and replacement has been inaccessible. There, most institutions will have to make-do with the facilities they now possess.

Attention is focused on differences in space utilization among the sectors, the adequacy of the amount of space available now for future enrollments, and the increasing proportion of facilities requiring renovation.

There are a number of different indices of space utilization. One is the number of square feet per student. Table 1 shows space as it relates to enrollment, specifically, the ratios of net assignable square feet (NASF) (excluding residential facilities) to full-time equivalent students (FTES), as of Fall 1975, 1980, and 1984 by sector and institutional type. The NASF/FTES ratio does not completely describe the adequacy of facilities because of other factors such as program mix and the degree level of offerings. However, this ratio is frequently used as a measure of space utilization.

The Regents planning standard for four-year colleges is 100 NASF/FTES. As of 1975, the State University four-year institutions (164 NASF/FTES) and the independent four-year colleges and universities (148 NASF/FTES) were well above that standard. Their space also far exceeds the average space available in the selected states shown in Table 2. The City University senior colleges, however, had only 56 NASF/FTES and would require $550 million in additional construction to meet the Regents standard.

Additional Facilities

On the basis of projected enrollments alone there is no need for the construction of additional facilities at New York's colleges and universities with a few notable exceptions. Enrollments have peaked, will level off for about five years, and then will decline approximately 25-30 percent by 1990. This is especially so for traditional students seeking collegiate study at a residential college of university.

Table 1, Projected Space Utilization: A Comparison Using the Sector Plan Enrollments and the Regents Statewide Plan Enrollments for the Years 1975, 1980, 1984

Sector	Fall 1975			Fall 1980			Fall 1984		
					NASF*/FTE			NASF*/FTE**	
	NASF*(Less Residential)	FTE** Enrollment	NASF*/FTE	NASF*(Less Residential)	Sector Enroll.	Regents Enroll.	NASF*(Less Residential)	Sector Enroll.	Regents Enroll.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total State	83,977,369	740,223	113.4	92,752,465	121.4	130.5	95,048,722	N/A	138.2
State University of N.Y.[1]	32,665,658	273,511	119.4	37,443,478	126.8	136.6	39,266,792	131.2	154.6
Four-Year[2]	23,253,741	142,058	163.7	26,010,360	166.9	176.0	27,653,679	172.2	207.1
Two-Year	9,411,917	131,453	71.6	11,433,118	82.0	90.5	11,613,113	83.7	96.4
City University of N.Y.[1]	9,382,000	174,630	53.7	10,585,000	74.0	73.9	10,355,000	N/A	65.6
Four-Year[3]	6,538,000	116,525	56.1	7,330,000	95.7	95.5	7,035,000	N/A	80.5
Two-Year	2,844,000	58,105	48.9	3,255,000	49.0	49.0	3,320,000	N/A	47.1
Independent Institutions[4]	41,929,711	292,082	143.6	44,723,987	137.4	152.3	45,426,930	139.6	164.6
Four-Year	40,414,855	273,399	147.8	43,113,848	141.5	157.6	43,816,205	143.8	166.2
Two-Year[5]	1,514,856	18,683	81.1	1,610,139	77.0	80.1	1,610,725	77.8	131.0

*Net Assignable Square Feet = NASF Projected in Sector Master Plan ** FTE = Full-Time Equivalent = Full-Time plus one-third part-time enrollment.

[1] Midpoint projections derived by averaging high and low series.

[2] Includes Fashion Institute of Technology which enrolls a limited number of Upper Division students.

[3] Includes Medgar Evers College.

[4] Source: Commission on Independent Colleges and Universities master plan summary sample prorated to project all independent institutions.

[5] Includes institutions authorized by the Regents to grant degrees on a per-program basis.

[6] The City University of New York did not submit enrollment projections for 1984.

Note: Regents planning standard = 100 NASF (Less Residential) per FTE student. This is a general guideline used only to indicate gross imbalances on a statewide or systemwide basis. It is acknowledged that the use of full-time equivalent day enrollment (FTED) statistics and campus program characteristics would improve the validity of the standard, but no statewide data on FTED currently exists.

Renovation

Renovation of facilities is being deferred by New York State institutions. As a result, more space each year is becoming unsatisfactory. Institutions are deferring costs against the future, and the longer they do this, the more it will cost.

TABLE 2

NASF/FTES RATIOS OF OTHER STATES AND SELECTED AVERAGES (a)

State	Type of Ratio	NASF/FTES (b)
Connecticut	Statewide Standard	88
Delaware	University of Delaware	138
Florida	University Average	105
Indiana	College Average	112
Kansas	Statewide Average	105
Missouri	Public 4-year Average	98
North Carolina	University Average	120
North Carolina	Public Senior College Average	102
New Jersey	Liberal Arts College Standard	78
New Jersey	Liberal Arts University Standard	91
Average of above Ratios for Universities		114
Average of above Ratios for Colleges		91
Average of Eight Large Mid-Western Public University Campuses		123 NASF/FTES (c)

(a) NASF excludes Residential Space

(b) Source: Planning Standards, Inventory Utilization Data for Higher Education Facilities in Twenty-Seven States, Office of Planning in Higher Education, NYSED, January 1970.

(c) Source: President's Office, Purdue University, May 1970.

In 1974 over 28 million gross square feet, or 16 percent of the total space at colleges and universities, needed renovation. The total outlay that would be required for this renovation would be between $700 million and $840 million based on costs of from $25 to $30 per gross square foot. In 1971 only 11 percent of the space required renovation. In three years, there was a 55 percent increase in total space needing renovation and more than a doubling of the amount it would cost to accomplish the needed renovation.

Of the total space needing renovation in all sectors, 23 percent was at the City University and 34 percent at the State University, while the independent colleges accounted for the remaining 43 percent.

Approximately $5.75 billion has been invested in higher education facilities in the State. It would cost almost twice as much to replace these facilities today. The magnitude of this investment dictates that it must be managed and preserved with prudence. Postsecondary operating budgets must not overlook the need for maintenance and renovation of facilities.

Coordination of Construction Projects

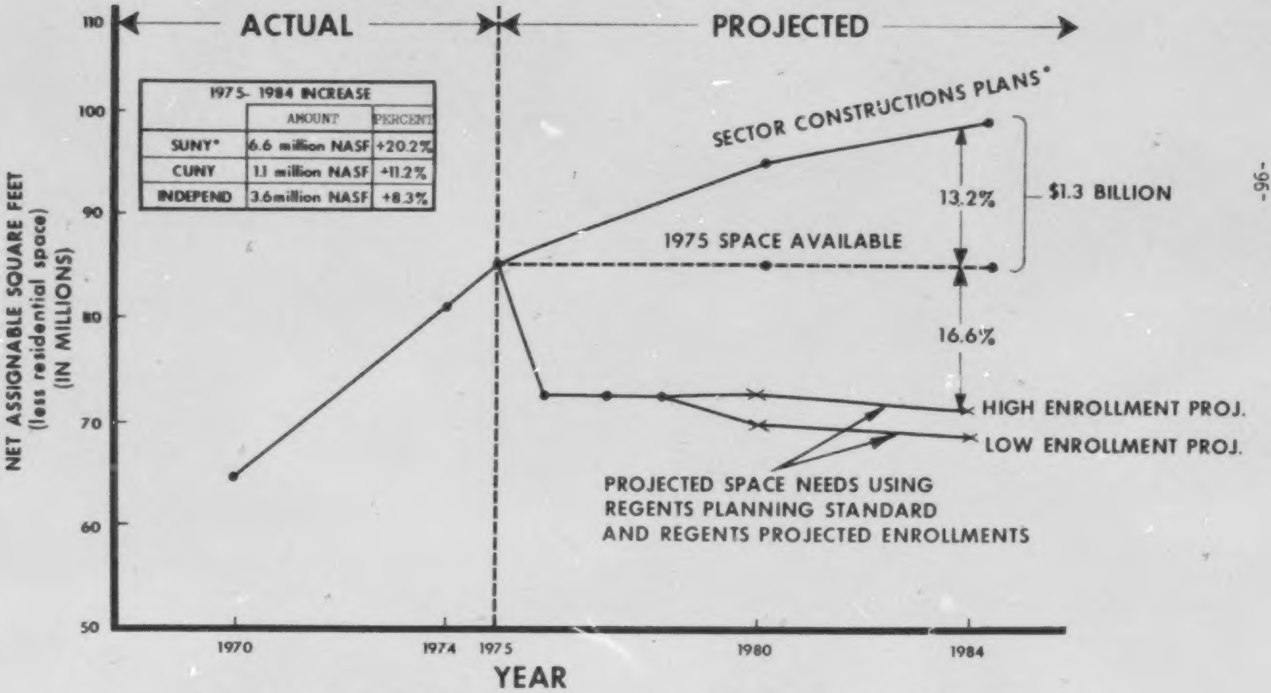
The amount of space available on college campuses, with a few notable exceptions, is clearly adequate for the needs of the foreseeable future. However, institutions are still planning new facilities worth over $1 billion. (See chart on p. 96).

Funding of construction is handled differently in each sector. For the City University, funding is arranged through the City University Construction Fund and the New York State Dormitory Authority. Funding for the State University is provided through a complex arrangement involving the Housing Finance Agency, the Dormitory Authority, and the State University Construction Fund. The Dormitory Authority also funds projects at independent colleges and the community colleges.

In the 1960's, the State University Construction Fund and the City University Construction Fund were created as public benefit corporations to work with the State Dormitory Authority to provide speedy construction of much needed facilities. Little coordination of space expansion among the sectors occurred. As a result of this expansion, the total annual debt service expected by 1980-81 for all sectors will be over $265 million. It is time that the construction process be made more rational to insure that only projects with the highest priority be constructed.

The supplemental data submitted on April 7, 1976 by the State University as part of its master plan indicate that 13.3 million gross square feet of new facilities is expected to become available for use by 1984. This space expansion represents an increase of nearly 20 percent over the amount of space available in 1975. The amount of new space is slightly more than the total amount of space currently available at all 30 of the SUNY community colleges combined. About 80 percent of the expansion will occur at the State-operated campuses of SUNY.

ACADEMIC SPACE NEEDS AT ALL COLLEGES AND UNIVERSITIES IN NEW YORK STATE - A COMPARISON OF SECTOR MASTER PLANS AND REGENTS PROJECTIONS



1975- 1984 INCREASE		
	AMOUNT	PERCENT
SUNY*	6.6 million NASF	+20.2%
CUNY	1.1 million NASF	+11.2%
INDEPEND	3.6million NASF	+8.3%

* Note: The State University projections were submitted in April, 1976 as part of its master plan submission. As noted in this Statewide Plan, the University is preparing revised projections to reflect the recent "build-out" plan approved by the State Legislature and Governor.

The need for additional space does not seem to be based upon overcrowding of current facilities. As of Fall 1975, there were 119.4 net assignable square feet (NASF) of non-residential space available per full-time equivalent (FTE) student at the University as a whole. If community colleges were excluded, the available space is 157 NASF per FTE student, well above the Regents recommended planning standard of 100 NASF/FTE, and 14-78 percent higher than comparable standards in other states.

It appears that the SUNY facilities plans may be based upon the now outdated enrollment projections developed for the 1972 SUNY master plan. At that time, SUNY was projecting a total enrollment of 416,000 FTE students for 1980, as compared to the present SUNY master plan midpoint estimate of 315,000 FTE's and to the 274,100 FTE's projected as a midpoint in this Statewide Plan.* Further, the Regents expect SUNY's enrollments to decline to 254,000 FTE's in 1984, or 19,500 less than enrolled in 1975. Using the Regents planning standard as a rough indicator of SUNY facilities needs for 1984, a space need for 25.4 million nonresidential NASF results. This facilities need has already been reached. In fact, the need is for 7.3 million net square feet (22 percent) less than currently exists, and 13.9 million net square feet (35 percent) less than SUNY is planning to have on line in 1984. These factors do not take into account the age and condition of the space available, but the majority of the space at SUNY has been built in the last 15 years, and thus is in fairly good condition. Additional construction to meet special educational needs may be justified.

The debt service cost of the SUNY academic building construction program at State-operated campuses has doubled since 1971-72 and now costs the University nearly $112 million per year. Estimates of the costs resulting from completion of the current SUNY building program show that the debt service for academic buildings at State-operated campuses will be over $170 million per year by 1979. Any further construction will inflate the debt service burden and create new pressures for increased income, especially through increased levels of student tuition, thereby restricting access.

The Regents urge the State University to reexamine its facilities programs to determine where cutbacks can be made. They also have urged that independent institutions do likewise. One area of SUNY's construction program that the Regents do look favorably on is completion of facilities for the education of health professionals. The State Education Department will conduct a regional analysis of facilities needs taking into account the space and programs available at public and independent institutions. The Regents also urge the State Division of the Budget to reexamine approved public sector building projects to determine those that should go forward.

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*The full-time equivalent (FTE) enrollment formula used for the Regents degree credit enrollment goal is: FTE enrollment = full-time enrollment plus one-third part-time enrollment.

Priorities have already been established by the Governor and the Legislature through a moratorium on construction and the creation of the New York State Public Authorities Control Board. Each public benefit corporation (H.F.A., D.A., etc.) applies to the control board for approval of the financing and construction of proposed projects. Basic priorities are established, with precedence given to:

1. Construction projects which are completed under temporary financing (notes) and now must have permanent financing (bonds).

2. Construction projects which are physically underway and are 5-95 percent completed but are not temporarily financed through the sale of notes or bonds.

3. Construction projects which are proposed to complete or "round-out" a campus.

The Regents concur with this plan to establish priorities on a sound financial base. However, only those projects that are educationally needed and can be so justified should be allowed to go forward. It is, therefore, believed that, in view of the present fiscal condition of the State, the expected decline in enrollments and the need to establish sound educational priorities, the New York State Public Authorities Control Board and the Division of the Budget should seek the views of the Regents before they make their decisions.

The Regents would also identify other unique projects having high priorities after consultation with institutions, both public and private, and would submit their recommendations to the public Boards.

Therefore, the Regents recommend:

1. *That all construction projects prveiously authorized by the Legislature be reexamined by the New York State Public Authorities Control Board and the Division of the Budget or other appropriate agencies after consultation with the Board of Regents as to the unique or special need for the project so that only projects of the highest priority will be constructed.*

2. *That the reexamination of currently approved construction projects give high priority to the elimination of serious inequities among institutions.*

3. *That the State implement the charge in Section 237 of Education Law to "optimize the use of resources" by requiring all major new construction and major renovation, and major rehabilitation projects not now authorized, to be processed through the established master planning procedures to assure coordination of future planning for physical facilities as well as educational missions and academic programs with a view to cost effectiveness and high quality.*

4. *That a single order of priorities for all institutions should be developed and used for all note and bond issues by the New York State Public Authority Control Board after consultation with the Board of Regents.*

Chapter 12

FACULTY

Overview

The Regents support the concept of academic tenure but are concerned about the rising proportion of tenured faculty at higher education institutions and the consequences for program flexibility financial planning, and the recruitment of new faculty. The Regents are also concerned that highly qualified younger members of the faculty are being discharged to avoid extending the number of tenured faculty at institutions that have policies limiting the percentage of tenured faculty. The future of our higher education institutions is in our young faculty; options must be identified to maintain the recruitment and retention of the best younger faculty.

Compliance with Federal and State statutes which require the equal representation for women and minorities has been difficult for postsecondary educational institutions. They have been urged to hire more members of underrepresented groups as faculty and administrators, at a time when enrollment stabilization has curtailed new hiring. Women and members of minority groups continue to be underrepresented in the ranks of associate and full professor, and they are behind their colleagues in average salaries received and in tenure appointments.

The Regents expressed concern in the 1972 Statewide Plan over the impact that faculty collective bargaining has on the operation of postsecondary institutions in New York State. The Regents believe that the scope of collective bargaining should not extend to matters of institutional governance and academic issues.

Regents Recommendations

The Regents recommend:

1. *The Commissioner convene an interinstitutional Task Force to evaluate the complex and fundamental issues associated with the present system for granting tenure.*

2. *Tenure systems should be continued to insure academic freedom.*

3. *Academic institutions with high tenure ratios consider, as an alternative to discharging faculty members up for tenure, adopting a system of contractual agreements through which faculty members may be employed at all ranks for periods of five years; that the five-year term contracts be renewable until age sixty-five at which time a faculty member could be retained on annual contract; and that institutions give 18 months notice for non-renewal of five-year contracts.*

5. *The following items are not negotiable in the context of collective bargaining. Their inclusion would raise serious questions about the ability of institutions to manage their academic programs:*

   a. *Student/faculty ratios and class size are and should remain a determination of the academic department and the administration in order to assure responsiveness and flexibility to the varying needs and abilities of students and faculty members.*

   b. *The processes for faculty evaluation, promotion, and retention. These should be provided for in the bylaws and should be within the control of the governance structure of the institution.*

   c. *Administrative and academic organizational structure. This should remain a governance function.*

Background

Tenure and Academic Freedom

In the 1972 Statewide Plan, the Regents recommended:

> "Not all faculty should be tenured. Some colleges and universities balance their faculty by maintaining 60 percent of their faculty as tenured and 40 percent as non-tenured. The Regents believe this to be a reasonable ratio. The Regents also recommend that within departments, not more than 70-75 percent of the faculty be tenured."

In their 1974 Progress Report on that Plan, the Regents recommmended that "Each institution assess its tenure policy, especially in light of the revised enrollment goals, and develop a rational and flexible tenure policy which contains provisions to deal with possible institutional enrollment declines."

The percentage of tenured faculty is still rising. In the independent institutions the ratio has increased from 40 percent tenured in 1970, to 51 percent tenured in 1974, to over 53 percent in 1975. (See table 1).

The number of full-time faculty having tenure in independent institutions increased by over 1,700 between 1970 and 1975, during a period when the total number of full-time faculty decreased by approximately 600 positions. In 29 independent institutions the percent of full-time faculty having tenured positions has exceeded the Regents guidelines.

Table 1

Full-Time Faculty Tenure Ratios at Colleges and Universities in New York State, by College Category, Fall 1970 and Fall 1975

College Category	Percent of Full-Time Faculty With Tenure 1970	1975
A. State University	44.8%	63.3%
Univ. Centers	53.1	62.8
Univ. Colleges	43.2	60.3
Health Centers	34.2	48.7
Specialized	58.0	56.6
Statutory	56.9	72.7
Agric. & Tech.	34.5	54.4
Community Coll.	42.9	72.9
B. Independent Sector	40.8%	53.2%
Multiversities	42.4	55.5
Universities	48.6	62.5
College Complexes	42.3	55.6
Colleges	35.8	49.5
Engin. & Tech.	43.9	57.9
Specialized	28.5	27.1
Health	19.8	22.8
Seminaries	29.0	50.0
Two-Year Coll.	6.9	11.6
C. City University	NA	48.9%
Senior Colleges	NA	43.8
Community Coll.	NA	47.5

Note. Regents guideline for maximum tenure proportions is 60%.

The independent institutions are attempting to maintain management flexibility through a number of practices, including: (1) employing more part-time faculty, (2) extending tenure probationary periods, (3) retraining faculty to take administrative posts, (4) encouraging early retirement, and, (5) awarding long-term renewable contracts.

An excerpt from the master plan of one institution illustrates the nature of the tenure problem:

> During the past five years, the size of the full-time faculty has been reduced from 174 to 148. The percentage of tenured faculty has increased from 36 to 69 during the period. Four of the 22 academic departments are 100 percent tenured. Even though there will be some turnover by way of retirements and resignations, a faculty of 90 percent tenured by 1985 is a distinct possibility. Should declining enrollments force a further reduction in the size of the full-time faculty, the college would be in a poor position to make the necessary adjustment.

The faculty at many of the higher institutions in the independent sector have adopted policies to limit the proportions of faculty on tenure in accordance with Regents recommendations. These policies have had an adverse effect on newer faculty who are at the end of their probationary period. Currently, if tenure cannot be granted, the only alternative is termination.

Many faculty members who would otherwide be granted tenure are terminated because of the high proportions of tenured faculty. An alternative arrangements for five-year contracts is needed to protect the rights of such faculty members.

Affirmative Action

Although affirmative action programs have increased the recruitment of women and minority members, other factors (such as financial pressures) have caused the percent of full-time faculty who are female to remain relatively low. In the fall of 1975, approximately one-fourth of the full-time institutional faculty were female, the same ratio that existed in 1973.

All postsecondary education institutions should continue affirmative action recruitment and promotion policies to assure a diverse and qualified faculty. The goals of affirmative action are important ones, and progress should continue to be measured in this area. The Education Department has been assisting institutions in developing affirmative action plans by holding workshops on the requirements of Title IX of the Federal Education Amendments of 1972 and providing technical advice.

Collective Bargaining

The scope of collective bargaining as defined by State and Federal statute is basically limited to rates of pay, terms and conditions of employment, and the administration of grievances arising from them. Between mandatory and prohibited items is a wide range of subjects labelled "permissive." The Regents believe that the "permissive" subjects, especially those which are essentially non-economic in nature, should be excluded from the bargaining process. These items are better placed in the bylaws or other governance documents of the institution.

The scope of topics that faculty seek to have included in collective bargaining is expanding. A recent national study of public community colleges' collective bargaining contracts (which included New York State institutions) noted that the scope of negotiations with respect to faculty welfare and institutional decision-making broadened as additional contracts were negotiated.[1]

The Regents believe that issues directly related to educational policies and programs are not negotiable within the context of collective bargaining. This position is supported by the National Labor Relations Board and the Public Employees Relations Board. The Regents urge that institutions establish governance procedures and policies that identify the responsibilities of faculty and student groups in matters such as budget development and personnel evaluations.

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[1] Kellett, Robert H. "Trends and Patterns of Change in Public Community College Collective Bargaining Contracts," Academic Collective Bargaining Information Service, Washington, 1975.

Chapter 13

ACADEMIC LIBRARIES

Overview

A National Network

In 1974, the National Commission on Library and Information Science proposed a national program[1] to correct deficiencies in libraries as well as suggest future requirements. The Regents commend the work of the Commission, especially the development of the proposed national program for library and information services. A national network will provide New York State college and university libraries the opportunity to cooperate with their counterparts in other states in planning a nationwide program of shared resource development. At the same time, libraries in the State should continue to participate in established library systems such as the Reference and Research Library Resources Systems. This System will be the mechanism for the libraries of the State to join the proposed national network.

Coordination of Academic Libraries Through Regional Library Networks

Institutions in close proximity should consolidate their efforts in the sharing of library collections and in the purchase of library materials. If two or more institutions are located near one another, one institution could serve as the back-up library resource and develop a comprehensive library collection with financial support from its counterparts. In some areas institutions may consolidate library holdings, although a working collection on site would still be required at each institution.

Threshold Adequacy for Academic Libraries

The Report of the Commissioner's Advisory Committee on Planning for the Academic Libraries of New York State identified quantitative measures that would be useful in the evaluation of library collections, staff, and facilities. A corresponding rating system was developed. As of 1973, only 26 percent of the colleges and universities in the State fully met the collections guidelines.

The Regents Planning Bulletin for the 1976 Statewide Plan called for institutions to indicate the extent to which their libraries meet threshold adequacy of resources, staff, and facilities, and what steps had been taken to implement the 1974 Progress Report recommendations. The State University of New York failed to respond to these questions in its master plan.

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[1] The National Commission on Libraries and Information Science, Toward A National Program for Library and Information Services: Goals for Action. Washington, D.C., U.S. Government Printing Office.

The Commission on Independent Colleges and Universities indicates in its master plan that "most of the CICU's member institutions meet the ... threshold requirements" for resources, staff, and facilities.

Academic Libraries and Nontraditional Students

College and university libraries contribute substantially to the education of students who are enrolled in off-campus programs. Since 1972, many of the Reference and Research Library Resources Systems have mounted special service programs that help nontraditional students make use of the library resources of colleges and universities.

Many special libraries of business and industry are also contributing to the education of students engaged in nontraditional study. While some of the State's college and university libraries, special libraries, and public libraries, are serving the nontraditional student, libraries in all postsecondary education institutions should provide library service to students engaged in nontraditional study, and thereby become learning centers for this purpose.

Growing Use of Media

A 1972 survey of the college and university libraries in the State revealed that most of the four-year institutions were inadequate in media and information retrieval and dissemination systems. Institutions are now, however, providing information in a greater variety of formats; several are participating in the OCLC (Ohio College Library Center) Shared Cataloging and Data System. There is a need to continue these efforts and to integrate the provisions of nonprint resources and services with the total service program of the library.

Regents Recommendations

The Regents recommend:

1. *Institutions located in close proximity to one another should consider consolidation of their library holdings and services.*

2. *Institutions should accelerate their collaborative efforts by designating certain libraries as resource libraries wherever possible through the Reference and Research Library Resources Systems. Such a consolidated library program is a supplement to, not a substitute for, basic library collections.*

3. *State legislation should be enacted to support the Reference and Research Library Resources Systems, research collection development, and the New York State Interlibrary loan Network.*

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[2] Report of the Advisory Committee on Planning for the Academic Libraries of New York State. Albany, New York, The University of the State of New York, The State Education Department, 1973.

4. *The State should establish a research library collection improvement fund to ensure the availability of research materials for all libraries which support postsecondary education.*

5. *Every postsecondary institution's library should meet threshold adequacy of collection size according to the guidelines developed by the Advisory Committee on Long Range Planning for Academic Libraries in New York State.*

Chapter 14

IMPROVED INFORMATION FOR DECISION MAKING

Improved Institutional Planning and Management

To deal with the problems and changes of the future, institutions must work to extend their capabilities to monitor, analyze, and manage their programs and operations effectively. Not only must there be improvements in internal planning and management systems, but there must be parallel improvements in abilities to provide justifications and explanations for outside agencies, including the Regents.

Institutions must have reliable information about three major aspects of their operations; goals and missions, resources, and outcomes. Some of the specific kinds of goal/mission information they should have are accurate and well-defined statements of their missions, statements of objectives compared to actual outcomes, priorities among programs that can be used in allocating and reallocating resources, clienteles to be served, and programs offered. Regarding resources, institutions should have up-to-date faculty records, facilities inventories, and comprehensive expenditure/revenue records. This information should be organized so that it corresponds closely with institutional missions and objectives (e.g., student programs) and can be used to develop accurate cost estimates. Outcomes are the aspects of postsecondary education that are most difficult to quantify and monitor, but effective planning and revenue generation will depend increasingly on adequate outcome information.

The Education Department is now engaged in a project to encourage institutions to adopt the Information Exchange Procedures (IEP) developed by the National Center for Higher Education Management Systems. The IEP system includes a set of definitions and procedures for handling data on faculty, personnel, students, and accounts. The system also can interrelate the data in the various parts of the system to determine program unit costs. Its use is encouraged to provide greater uniformity of procedures that will permit better comparisons of costs among different institutions or types of institutions.

The Education Department is also formulating plans that would result in:

- Recommendations concerning basic kinds of information institutions should collect and maintain;

- Specific definitions of terminology for planning and reporting purposes;

- Recommendations regarding information systems and analytical procedures to be used;

- Assistance on a voluntary basis to institutions regarding the installation and use of information systems; and

- Strategies and procedures for collecting, organizing, and disseminating information that will define the contexts in which institutions operate.

Improved State-Level Planning and Coordination

Although detailed planning for and management of postsecondary education programs is the primary responsibility of the institutions, there are a number of important planning and coordination activities that occur at the State level. These include interpreting public opinions, establishing goals and priorities for state funding decisions, identifying and eliminating unnecessary duplication and inefficiency, and encouraging programs that are in the public interest.

There is a need for improving procedures for collecting, analyzing, and interpreting information about postsecondary education in two areas: information compilation and dissemination, and analytical studies and quantitative models. Current work in the State Education Department on information systems should make available a variety of basic kinds of information concerning postsecondary education to concerned agencies and individuals on short notice. Such information systems should be complemented by a research/analytical capability, or else valuable resources will have been wasted collecting unused data. Models for projecting enrollments and studying State-level financing strategies, as well as simpler trend analyses and ad hoc studies are currently being used or developed by the State Education Department. The Education Department is experimenting with a Policy Analysis and Planning Model. The Model is being tested for its capability as an aid to policy makers in evaluating the impact of policy alternatives over a 5-to-7 year period. The Model should indicate the impact of resource allocation discussion and tuition policies on enrollments, institutional revenues and other factors.

Improved Information for Students

There is an increased need for full, timely and accurate information to facilitate student decision making. Students should be readily able to obtain the following kinds of information from the institution's catalog or other publication;

1. Current academic calendar.
2. Institutional philosophy, mission and history.
3. Accreditation(s).
4. Physical and financial resources.
5. Admissions and financial aid criteria and processes.
6. Financial policies for the student, including costs and schedules for payments and refunds.
7. Auxiliary student services and activities.

8. Student rights, responsibilities and the governance process.
9. Regular and special academic programs, course offerings and requirements.
10. Demographic characteristics of the student body.

These kinds of information should result in more informed decisions by students and a more responsive postsecondary education system.

Part IV

SECTOR MASTER PLAN RECOMMENDATIONS WITH REGENTS POSITIONS

As part of their responses to the Regents Bulletin for the 1976 Statewide Plan, institutions were invited to recommend to the Regents specific courses of action to guide the development of the postsecondary system. The independent institutions' recommendations were summarized by the Commission on Independent Colleges and Universities. Chapter 15 lists those recommendations and the responses of the Regents.

The State University of New York 1976 Master Plan contains 70 recommendations describing activities to guide the development of the University through 1984. Chapter 16 presents those recommendations and Regents positions. By law, only the Regents-approved master plan activities of the State University can be acted upon by the Governor.

The City University of New York 1976 Master Plan contains 17 recommendations describing activities to guide the development of the University through 1980. Chapter 16 presents those recommendations and Regents positions.

Chapter 18 contains the recommendations made by other postsecondary degree-granting institutions such as business, trade, and hospital schools, and colleges and universities that are not members of the Commission on Independent Colleges and Universities. The recommendations are presented if they do not duplicate ones contained in sector master plans, and Regents positions on each are given.

Unless specific approval is extended below to any activity mentioned in a sector or institutional master plan, no approval is implied or intended.

Chapter 15

RECOMMENDATIONS TO THE REGENTS FROM THE COMMISSION ON INDEPENDENT COLLEGES AND UNIVERSITIES

The recommendations to the Regents in the 1976 master plan summary prepared for the independent colleges and universities by the Commission on Independent Colleges and Universities (CICU) are listed by subject and followed by a Regents response.

A. Role of the Regents

CICU Recommendation:

1. The Regents should more strongly assert their leadership of the educational community. The Regents should have the responsibility of prior review of the budget requests of the State University and the City University and make systemwide recommendations early in the State's annual budget cycle period. For such a review, it would be helpful if the Regents were to insist upon uniformity of financial data so inter-sector comparisons can be made.

Regents Position: APPROVED

The Regents agree that the planning and budgeting functions of postsecondary education should be related to one another. Only in this way can attainment of the State's goals and objectives in a most efficient and effective manner be assured. Regents recommendations in this area are discussed on pages 97 - 109.

B. Unity of Approach to Higher Education

CICU Recommendation:

2. As fiscal resources dwindle and high school graduates decline, the Regents will be called upon to be more assertive in assuring that institutional competition for resources and students is both fair and constructive. It should be the role of the Regents to point out to the participants as well as to the Governor, the Legislature, and the general public that the common educational mission can never be relegated to priority status inferior to individual institutional interests.

Regents Position: APPROVED

Through the master plan amendment process and proposed fiscal review process, the Regents seek to insure equity and to maintain a fair balance among competing institutions. Major new programs and new facilities requests that are submitted to the Regents from individual institutions are approved only after need has been clearly determined, it has been determined that existing resources are not duplicated, and the necessary fiscal resources have been identified to support the proposal. Such an approach allows an impartial and unbiased appraisal of each institutional proposal regardless of the public or independent nature of the institution. The Regents recommendation for financing proposes coordinated policies to assure equity.

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C. Regents Regional Advisory Council

CICU Recommendation:

3. There is a general agreement that there is need for some mechanism to facilitate inter-institutional cooperation in the planning and implementation of programs to serve regional needs and to resolve inter-institutional conflicts before they require intervention by the Regents. At the same time, the failure of the legislative and executive branches of the State government to respond affirmatively to the Regents recommendations for vital fiscal support of existing regional councils indicates the need for a redefinition of the councils' geographic jurisdictions, mission, authority and structure. A suggestion by independent institutions is that members of the Board of Regents themselves serve exofficio without vote as members of regional councils in order to increase their understanding of programs within their region and to be more available to their constituents. Another suggestion would increase the council's "public", i.e., noninstitutional membership through appointments by the Governor and both houses of the Legislature as well as the Regents. While the range of alternatives is broad, there is general consensus that, if the Regents do develop a new position with respect to regional councils, the councils should have adequate staff with the appropriate funding to perform the vital function of developing and analyzing the data upon which sound regional policy is formulated.

Regents Position: APPROVED

The Regents reaffirm their support for regional planning in post-secondary education. While formal statewide implementation of this concept has not yet been achieved, the existing councils have made substantial contributions to the planning process. The New York City Regional Council has been especially active in (1) providing the Education Department with a special summary and analysis of 1976 master plans of member institutions, (2) developing a common student application process for all member colleges, and (3) facilitating a consolidation of doctoral programs through resource sharing. Other Regents Councils have been active in such other areas such as student cross-registration, faculty sharing, and proposed program reviews. These program reviews have saved thousands of dollars in State funds by reducing staff program review activities, and they have brought institutions together for open discussion of issues of common concern.

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D. Reform of the Master Plan Process

CICU Recommendation:

4. For the development of master plans every four years and for the biennial progress reports, it is recommended that there be greater involvement of campus-based planning and research staff, and that there be greater consistency in the requests for basic data.

Regents Position: APPROVED

The Regents agree and point out that for the development of the 1976 Statewide Plan, State Education Department staff and campus-based planning officers discussed issues and formats for the Planning Bulletin which served as a guideline for campus master plan development. The Regents also held six regional planning meetings with institutions' presidents to discuss the major issues to be considered in this Statewide Plan. The results of these efforts were greater communications of ideas, and a reconsideration of the planning data requested through the Planning Bulletin. It is noteworthy that such communications resulted in a 50 percent reduction in the amount of information required during this cycle, compared to the 1974 Progress Report Bulletin, with many of the basic data requests being identical to those requested in 1972 and 1974.

CICU Recommendation:

5. Amendments to the master plan of any college or university be reviewed by Regional Planning Councils with clearly defined functions and authority, and recommendations for action to the Regents should be expected from the Councils.

Regents Position: APPROVED

The Regents agree with this recommendation and point out that during the last 12 months planning cycle, they requested, whenever appropriate, regional council consideration of master plan amendments proposals authorized by the trustees of institutions. As the Regents councils are composed of representatives from all major sectors of postsecondary education in that region, each sector was able to contribute equally to the planning analyses.

CICU Recommendation:

6. It is recommended that there be an annual report on all master plan amendments approved by the Regents. In addition, an annual conference sponsored by the State Education Department for chief executive officers as well as planning research personnel should be held.

Regents Position: APPROVED

For each of the last several years, the State Education Department has summarized all master plan amendments approved by the Regents. Henceforth, a similar report will be made available to all chief executive officers of postsecondary educational institutions in the State. As noted above, six regional meetings for planning officers were held in the fall of 1975, and five additional planning conferences were held in the spring of 1976 for chief executive officers to discuss potential major issues and highlights of the Regents Statewide Plan. The Regents will continue the active involvement of institutional representatives in the planning process.

CICU Recommendation:

7. Since this Commission on Independent Colleges and Universities has statutory responsibility under the law, it is recommended that there be an annual State appropriation so that CICU can better fulfill its important role in the master planning process.

Regents Position: APPROVED WITH CONDITION

While it is recognized that the CICU does contribute to the master planning process through its collation of member institution master plans, the Regents point out that there is no requirement in Section 237 of the State Education Law that the CICU be designated the agency for such a function. The Regents have requested the Education Department to reassess the master planning function of the Commission and recommend appropriate changes. Even so, the Regents support the allocation of funds to support the Commission's planning activities.

E. Maintenance of the Independent Sector

CICU Recommendation:

8. That for every New York State tax levy dollar allocated per student to the State University, $.35 be allocated per student to institutions in the independent sector.

Regents Position: APPROVED WITH CONDITION (see pages 110 - 124).

CICU Recommendation:

9. Within the tax levy allocation directed to the independent sector, public policy should provide that for every one dollar applied to institutional aid, two dollars should be used for direct financial aid to students.

Regents Position: APPROVED WITH CONDITION

The Regents agree that State support of independent institutions should be continued to reflect services provided to the citizens of the State. The Regents also feel that any support must be within the fiscal capabilities of the State. In pursuit of the goal of maintaining and strengthening a comprehensive system of higher education in the State, the Regents have recommended a number of changes in the financing of higher education, including increased State support for the independent institutions but at a different level from that recommended by the Commission. (See pages 110 - 124.)

F. Direct Institutional Aid

CICU Recommendations:

10. There is need for an annual review of the Bundy Aid Program to adjust the formula to the realities of institutional living costs and the erosionary effects of inflation.

Regents Position: APPROVED WITH CONDITION

The Bundy formula, initially adopted in 1968-69, was increased by an average of about 60 percent in 1973 and had, again, been increased by the 1976 Legislature by an average of 12 percent. The Regents propose that a new formula be adopted in 1977. The Regents believe that any financing formula should be modified in structure and increased in level on the basis of continued evaluations of effectiveness and changes in costs. However, both the State and institutions should adopt longer range planning-budgeting cycles, with adjustments in basic formulae being made, perhaps, every three years.

CICU Recommendation:

11. The University of the State of New York should be the sole accrediting agency through which institutions are certified as eligible for Bundy aid. Presently, the State Education Department also requires accreditation by the Middle States Association and this requirement has excluded a few institutions offering Regents-accredited programs of a non-conformist or nontraditional nature.

Regents Position: DISAPPROVED

The Bundy legislation (Section 6401 of the Education Law,) requires that each "...institution must meet such standards of educational quality applicable to comparable public institutions of higher education, as may be from time to time established by the Regents." While the Regents acknowledge that they are, themselves, a nationally recognized accrediting agency, they believe that supplementary recognition of educational quality by independent external agencies is also desirable in meeting the requirements of the law. The Commission is not quite correct in stating that the Education Department requires accreditation by the Middle States Association for purposes of Bundy aid. The Rule adopted by the Regents requires that institutions (1) have their curricula registered by the Education Department and (2) that the institutions "...be accredited by an appropriate nationally recognized regional accrediting association or have such other equivalent recognition of educational quality as may be determined sufficient by the Commissioner of Education." The Commissioner does accept accreditation by other nationally recognized agencies that evaluate educational programs in professional, vocational, and technical fields.

G. Tuition Assistance Program (TAP)

CICU Recommendation:

12. An increase from $1,500 to $1,700 in the maximum award for students at the lowest income level. This would reflect the changes in the cost of living that have occurred since the present schedule was adopted.

Regents Position: APPROVED

The Regents have submitted a legislative proposal to increase the maximum TAP award from $1,500 to $1,700 for students at the lowest income levels.

CICU Recommendation:

13. Extend eligibility for the maximum TAP award from the present level of $2,000 net taxable family income to $8,000 net taxable family income. This would recognize the reality of near poverty in today's economy and the enormous burden of meeting tuition charges for families below moderate income levels.

Regents Position: APPROVED WITH CONDITION

If sufficient State funds are available, the Regents believe there is justification for a redefinition of the income levels eligible for maximum TAP grants.

CICU Recommendation:

14. Eliminate the $200 reduction in TAP awards now imposed upon students as they move from sophomore to the junior academic years.

Regents Position DISAPPROVED

The 1975 Education Department study, "How Scholar Incentive Award Recipients Finance College Costs, 1973-74," showed that upper division students earn an average of $233 more than lower division students (summer and academic year earnings).

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CICU Recommendation:

15. Abuses of emancipation in the present tuition assistance program law be corrected.

Regents Position: APPROVED

The Regents note that some legislative action was taken in the 1976 session to clarify the definition of an emancipated student for purposes of TAP award determination. However, more should be done to eliminate the cost burden imposed on the State by students who circumvent the purpose of the TAP program by finding regulation "loopholes." The Regents have a comprehensive bill before the Legislature which will remove all such shortcomings.

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CICU Recommendation:

16. The Tuition Assistance Program benefits be extended to part-time and graduate students.

Regents Position: DEFERRED

The Regents support the long-term goal of the extension of TAP awards to part-time students. The current fiscal position of the State dictates that lower priority be given to this extension in the near future.

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H. Graduate and Professional Education

CICU Recommendation:

17. The Regents should forcefully urge the restoration of funds for the Einstein-Schweitzer academic chairs and should also press for substantial improvement in the funding of the New York State Science and Technology Foundation which should be developed to encourage basic research at the higher education institutions found most appropriate for the task.

Regents Position: APPROVED

The 1976 Legislature approved continuation of the Einstein-Schweitzer academic chairs and restored funding to the $500,000 level in its 1976 Supplemental Budget. The Regents strongly support the continuation of these chairs and a funding request is included in the Education Department budget.

Although the Science and Technology Foundation is well-regarded by the Regents, they did not establish it and do not have responsibility for its funding. The State administration has repeatedly recommended the phasing out of the activities of the Foundation (through executive budgets), but then it has been continued (through legislative budget bills) at a relatively low level of funding for the past several years. The Regents would welcome an evaluation of the role and work of the Foundation, conducted in cooperation with representatives of the Governor and the Legislature, aimed toward a determination of its role in financing research of direct benefit to the State, and its appropriate status and functioning with respect to higher education.

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CICU Recommendation:

18. The role of the independent sector in such specialized programs as engineering, medicine, law, dentistry, and nursing must be enhanced by requiring rigorous Regents review of proposals and new programs in these areas by government-sponsored institutions which would be redundant and add unnecessary additional burdens upon State tax.

Regents Position: APPROVED WITH CONDITION

The Regents implement this concept through the master plan amendment process. The great majority of programs for education for all of the professions cited, except for nursing at the associate degree level, are located in institutions of the independent sector. With the exception of clinical campuses of medical schools, as at Binghamton, which the Regents do favor, it is difficult to conceive of circumstances arising in the future which would induce the Regents to approve proposals for new programs in these areas, without the most stringent review for social need, market demand, and possible duplication of existing programs.

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I. Higher Education Opportunity Program

CICU Recommendation:

19. The CICU recommends that the Regents urge the Legislature to provide full funding for all educational costs for the HEOP student. This would be the amount required above funds the campus is able to obtain from federal sources and TAP to cover each HEOP student.

Regents Position: APPROVED WITH CONDITION

The Regents recognize that the burden of financing the cost of the opportunity programs falls unevenly upon the various public and independent higher education institutions participating in the programs. They recommend that the State adopt new cost standards for opportunity programs and provide public funding on a per student basis annually to all institutions conducting the programs.

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J. Construction in the Government-Sponsored Sector

CICU Recommendation:

20. The CICU recommends that the State withdraw approval of capital projects in the City University and State University which may have reached advanced planning or design stages for which actual construction has not yet begun.

Regents Position: See text, pages 91 - 98, for Regents position on construction

The Regents note that the amount of space available on college campuses, with a few exceptions, is clearly adequate for the needs of the foreseeable future. Generally, the Regents caution against the construction of new facilities in the public and independent sectors. Most of the capital construction plans developed for the public institutions were based upon earlier optimistic enrollment expectations. New long-term projections for these sectors are 30-40 percent lower than those developed during the last statewide plan cycle. In light of these projections, the current weakness of the bond market, and the new fiscal constraints facing the State, the Regents have recommended that all previously-authorized projects be reviewed by the Division of the Budget in consultation with the Education Department and that only those with a clearly identified long-term need and that are of the highest priority be constructed.

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CICU Recommendation:

21. It is recommended that the Regents call for a firm moratorium of new construction for government-sponsored campuses. Any departure from that stricture should have the prior approval of the Commissioner of Education as well as the Governor and the Dormitory Authority.

The Commission also suggests that an overview of capital facilities now in place is in order and requires a statewide facilities audit covering both government-sponsored and independently sponsored sectors. Subsequent to such an audit, it is suggested that the Regents would be in a position to make specific suggestions for cross utilization of facilities by units within the various sectors.

Regents Position: APPROVED WITH CONDITION See text, pages 91 - 98, for Regents position on construction

The Regents note that higher education institutions seek nearly $1.3 billion in new space to become available between 1975 and 1984. The

State's fiscal weakness and the prediction of declining enrollments dictate that only essential construction be planned in the public sector or financed in the independent sector with State authority bonds. The Regents note also that the construction planned by independent colleges and universities, although limited and mostly privately financed, is based upon long-term enrollment expectations which are considerably higher than those contained in this Statewide Plan. The Regents urge public and independent institutions to investigate facilities sharing, rentals, and other options before embarking upon new building ventures, and thus will discourage further facilities construction in all sectors through the master planning process and through their advice to the executive and legislative branches of government.

K. Continuing Education

CICU Recommendation:

22. The Regents should develop a definition and philosophy in regard to continuing education that would provide guidelines to all institutions at the postsecondary level.... An inventory of what is being done in the field of continuing education and of the problems confronting institutions willing to venture into or expand their programs in this field would be of great value to all sectors of our system.

Regents Position: APPROVED WITH CONDITION

The Regents do concur that more needs to be known about what is being done in the field of continuing education, what the problems are, and how they are being resolved. Inventories have been undertaken in all regions of the State with Higher Education Act Title I funds. The Department's Study of Adult Education has reviewed the field. The findings of these studies are available upon request.

L. Nontraditional Programs

CICU Recommendation:

23. The Regents should take every opportunity to encourage experimentation with the learning process. However, minimum standards for the quality of academic programs must be rigorously enforced by the Regents.

Regents Position: APPROVED

The Regents and the State Education Department encourage experimentation with nontraditional forms of learning and will also rigorously enforce minimum standards of academic quality.

M. Extension Centers and Branch Campuses

CICU Recommendation:

24. The Regents should develop definitions of an extension center and guidelines which would differentiate such centers from a branch campus. Also, a policy should be published regarding the establishment of such centers - should institutions be free to establish such centers anywhere or should specific conditions be met via Regents rules and regulations?

Regents Position: APPROVED

The Education Department, on March 3, 1976, published a Chief Executive Office memorandum which describes revised definitions of branch campus and extension center. The master planning implications of each type of off-campus operation are also addressed in the memorandum. The Department will issue another memorandum this year elaborating on the meaning of these definitions. A statewide survey conducted by the Education Department in the fall of 1975 indicated a substantial dispersion of nearly 800 off-campus centers offering courses and program from the non-credit to the doctoral and postgraduate levels. The State Education Department will this fall evaluate the education offered by off-campus programs in a specific county of the State. Based upon the results of the study, the Regents will review their statewide policy and appropriately modify it.

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N. Government Reporting Requirements

CICU Recommendation:

25. The Commission recommends that the Regents continue to remonstrate with the federal government on the matter of required reports and that they also urge that new regulations be accompanied by legislative appropriations sufficient to meet the additional costs of compliance by the campuses involved. At the same time, there is need to carefully scrutinize the volume of reports and regulations that flow from the State Education Department.

Regents Position: APPROVED

The Regents are appalled at the growth in Federal reporting requirements. Accordingly, they have increased the intensity of their campaign to convince Federal officials that they must streamline their reporting requirements. One alternative being considered is the modification of the annual Federal Higher Education General Information Survey (HEGIS) to one which will be 50-65% smaller. As noted earlier, the Regents Bulletin for the 1976 Statewide Plan contained about half as many data requests as the Bulletin for the 1974 Progress Report. The Regents will continue to promote a policy which results in minimizing the reporting burdens of institutions.

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O. Energy and Public Utility Charges

CICU Recommendation:

26. The Regents should propose to the Governor, on behalf of all educational institutions, that a special discount rate for telephone services be given to nonprofit institutions.

Regents Position: DISAPPROVED

While the Regents recognize the financial burdens falling upon colleges and universities, as well as all other institutions, as a result of the sharply rising costs of public utility services, they suggest that the entire issue of special discounts for certain types of institutions is a complex public policy matter involving a number of interested parties. Special discounts on telephone rates would also raise the question of discounts for electric power and other utilities, as well as broad questions of the economic rationality and equity of the entire structure of utility rates for all types of consumers.

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CICU Recommendation:

27. As part of its Federal legislative program, the Regents should seek exemption for our colleges and universities of the institutional contribution toward social security for part-time employees.

Regents Position: DISAPPROVED

Consistent with its position on utility rates, the Regents hold that special consideration for colleges and universities under the Federal Social Security System raises complex questions of public policy. Not only colleges and universities but all non-governmental employers, profit and nonprofit, are required to pay social security taxes on payrolls for full and part-time employees. While the individual wage earner is saved harmless from excess contributions to the social security fund by the limitation on the total wages upon which the tax is placed, employers are expected to pay the tax as a payroll tax on all wages and salaries disbursed. There is no specific discrimination here against higher educational institutions.

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Chapter 16

RECOMMENDATIONS BY THE STATE UNIVERSITY OF NEW YORK

Section 354 of the Education Law specifies those areas which must be addressed by the master plan of the State University of New York. As approved herein by the Regents and as later approved by the Governor, these recommendations will guide the development of the University until such plan is formally amended.

Following are the recommendations made by the State University, followed by the Regents position.

A. Admissions Policies and Procedures

SUNY Recommendation:

1. Educational Opportunity Centers located in every major region of the State will continue to serve those students whose educational preparation has been deficient.

Regents Position: DEFERRED

This recommendation has remained basically unchanged since the University's 1972 master plan. However, it appears based upon SUNY recommendations #19-21, that the services provided by Educational Opportunity Centers (EOC's) will be transferred to nearby community colleges and the Centers may be phased out, at least in some urban locations. Given the special study of the role of the EOC's mandated by the 1976-77 Legislature and the continuing provisions of recommendation 18 of the Regents 1972 Statewide Plan;

> "planning be undertaken to determine the best utilization schema for the educational opportunity centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges and to the differing conditions in various urban settings."

the State University is requested to work with the State Education Department in developing a plan for the EOC's. The plan should assess the services provided to the community, present rationales for any phase-out of EOC's, and estimate the cost implications to the State and to the student for the EOC-to-community college transition. As the resulting transition may modify the mission, programs, and admissions policies of the community colleges involved, the State University may need to request a specific master plan amendment to implement the plan.

SUNY Recommendation:

2. The University reaffirms its commitment to full opportunity and, insofar as is feasible, each community college will guarantee to every high school graduate in its service area admission to a suitable program. It will encourage students to consider the community college as an appropriate point of entry to the University.

Regents Position: APPROVED

The Regents agree with this concept and note that 28 out of the 30 community colleges under SUNY sponsorship have Full Opportunity Programs which require colleges to accept all recent high school graduates and veterans from the sponsorship area. Erie and Nassau community colleges have unique problems of local support which prevented the adoption of Full Opportunity Programs. The State University should focus special attention and investigate imaginative alternatives, such as sharing school district and BOCES resources where feasible. Another way to extend access to those residents of counties with no community college would be for the counties to contract with nearby independent colleges to provide educational services. The Regents feel that a regional balance of postsecondary opportunities across the State must be created if the State is to live up to its goal of equalized educational opportunity. In approving this action, the Regents urge that community colleges continue to expand program offerings geared to enhancing the academic skills of high school graduates not able to complete college work successfully without such assistance.

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SUNY Recommendation:

3. Each agricultural and technical college will offer access for two-year technical studies and also will provide liberal arts for controlled numbers of high school graduates. In the latter category it will be a special purpose to serve high school graduates in the region who do not live within commuting distance of a community college.

Regents Position: APPROVED

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SUNY Recommendation:

4. The senior campuses of the University will admit freshman students on the basis of demonstrated academic ability, special talents, regional service needs, and the campus obligation to expand educational opportunity.

Regents Position: APPROVED WITH CONDITION

The Regents are concerned about the reference to "regional service needs." The State University should use common admissions criteria that do not discriminate against students from different geographic areas of the State.

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SUNY Recommendation:

5. Senior campuses will control lower-division enrollment, and emphasize upper-division enrollment, in such manner as to assure full access for transfer students graduating from two-year colleges.

Regents Position: APPROVED WITH CONDITION

The Regents note that this recommendation has remained basically unchanged since the 1972 SUNY master plan when a 40/60 lower division/upper division senior college enrollment distribution was recommended as a goal. Enrollment data on full-time undergraduate students at the senior colleges indicate that the upper division proportion declined from 52.7% in 1972 to 48.3% in 1974 and then increased slightly in 1975. The Regents urge the University central staff to reemphasize this goal to the senior colleges as it develops annual enrollment goals and long-term policies within the statewide and sector goals established in the Regents Statewide Plan.

The Regents note that much of the future expansion of the senior colleges is based upon the admission of increased numbers of transfer students but the experience of the past several years suggests that independent institutions are likely to play a greater role in meeting transfer needs than the State University assumes in its plans.

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SUNY Recommendation:

6. Regional college locator centers will be established to help prospective students assess their abilities for college study and to discover college opportunities in public and private institutions. The University will welcome active planning and participation by private colleges in the functioning of these centers.

Regents Position: DISAPPROVED

The Regents note that the University has proposed this recommendation since its 1972 master plan, and that little has been reported concerning its accomplishment. Locator centers should not be established with State funds under the aegis of any one of the higher education sectors, but have input equally from all, as well as from other interested agencies and the secondary school community. The Regents will observe with interest the performance of the recently established Federal Educational Opportunity Centers which have the same mission as the one described for the SUNY locator centers.

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SUNY Recommendation:

7. All graduates from an Associate in Arts or Associate in Science program will be assured an upper-division place at one of the University's senior campuses. The campuses in each State University coordinating area will continue to be primarily responsible for graduates of the two-year

colleges within the area.

Regents Position: APPROVED

B. Part-Time Students

SUNY Recommendation:

8. The University will seek or reallocate resources to provide academic and administrative support services to serve the needs of part-time students.

Regents Position: APPROVED WITH CONDITION

The Regents recognize the need for providing adequate academic and administrative support services to part-time students, but they believe that such services can be provided through a reallocation of resources rather than a commitment of additional resources.

SUNY Recommendation:

9. Each campus will evaluate its policies and practices to assure that they reflect responsiveness to the needs of part-time students.

Regents Position: APPROVED

SUNY Recommendation:

10. The University will aggressively support the development of a more adequate financial aid program for part-time students in New York State.

Regents Position: APPROVED WITH CONDITION

The Regents are fully sympathetic with the desire of the University to provide adequate financial aid for part-time students and endorse as a long-term objective the concept that part-time students be eligible for State student aid grants. However, given the present and projected financial condition of New York State, careful consideration must be given as to how to achieve this objective.

SUNY Recommendation:

11. Each campus will carefully monitor the enrollments of part-time students who are not taking credit courses or who are not enrolled in degree programs but who may be, for instance, seeking licensing or pursuing a personal interest. A University-wide arrangement will be devised so that the University will have the information necessary for better planning and, will be able to provide students with a record of courses taken.

Regents Position: APPROVED

C. Affirmative Action in Admission Practices

SUNY Recommendation:

12. The Educational Opportunity Centers and the campuses will develop regional networks for transfer.

Regents Position: DEFERRED

The intent of this recommendation is unclear. And, as noted in recommendation 1, the 1976 Legislature has ordered a special study of the role and effectiveness of the EOC's. This study should be completed and the results submitted to the Regents for review before any regional network is considered as a master plan amendment.

D. Clarification of Missions

SUNY Recommendation:

13. Each campus will prepare a statement of its mission which will include an identification of the basis or bases for maintaining or developing each program. The chief basis for one program, for example, might be its character as central to the basic mission of the campus. For another, the chief basis might be its uniqueness in the total University, or its unusual excellence.

Regents Position: APPROVED

SUNY Recommendation:

14. The campuses, within categories, will identify those programs that could be organized as intercampus degree programs to achieve the highest quality and efficiency.

Regents Position: APPROVED

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15. The campuses, within categories and/or regions, will be asked to review programs for possible consolidation to achieve the highest quality and efficiency.

Regents Position: APPROVED

This kind of information was requested in the Bulletin for the 1976 Statewide Plan. The Regents look forward to reviewing the campus mission statements and program profiles. The information will be utilized in the development of regional implementation plans for the 1976 Statewide Plan.

E. Review of Academic Programs

SUNY Recommendation:

16. As a matter of high priority, State University will develop guidelines for the further rigorous and periodic review of authorized academic programs, conducted through campus-based procedures.

> a) These procedures will take into account the varying levels of instruction as well as evaluation activities already completed or now under way. The evaluation procedures should address the relationship of each program to the campus and University mission, regional needs, and the characteristics of the students served by the program. The strengths and weaknesses of the program and its service components should be analyzed.
>
> Unique features of the program should be described. The guidelines for program review should ensure that such reviews include participation by students, faculty, and other constituencies.
>
> b) The reports resulting from this process will be reviewed from a University-wide point of view by the Chancellor. The review will be integrated into the planning and budgeting process following consultation with the campuses.

Regents Position: APPROVED WITH CONDITION

The procedures developed for program self-assessment should be submitted to the State Education Department for review before being implemented - this will insure consistency with the registration provisions in the Commissioner's Regulations.

F. General Education

SUNY Recommendation:

17. Experimental general education curricula will be established on selected campuses, each serving a limited proportion of the lower division students on that respective campus.

Regents Position: APPROVED WITH CONDITION

As the curricula are proposed, specific program registration/master plan amendment will need to be obtained.

G. Doctoral Education

SUNY Recommendation:

18. Renewed emphasis will be given to the importance of strong support and high quality in the doctoral programs. In order to enhance access to doctoral resources of the whole University, experimentation will be encouraged in development of University-wide doctoral programs.

Regents Position: APPROVED WITH CONDITION

As the curricula are proposed, specific program registration or master plan amendment will need to be obtained. The Regents express concern that the State University did not develop a plan for doctoral education despite the position of the State University Trustees that program changes for doctoral education should be dealt with as part of the master planning process.

H. The Educational Opportunity Programs

SUNY Recommendations:

19. Where urban community colleges arrange to provide remedial and developmental programs currently provided in the educational opportunity centers, these programs will be discontinued in the EOC's and offered in the community colleges under EOP/FOP funding arrangements.

Regents Position: DEFERRED

20. Where EOC occupational courses qualify, or can be made to qualify, as community college offerings, and the urban community colleges make provisions to do so, those courses will be discontinued in the EOC's and offered in the community colleges, under EOP/FOP funding arrangements.

Regents Position: DEFERRED

21. Where urban community colleges make services available to the inner city and other populations that are not within easy access of the campus, those services will be discontinued in the EOC's and provided by the community colleges through special funding arrangements for mobile units and satellite centers.

Regents Position: DEFERRED

The State University has not presented the rationale for those recommendations or its implications for access to postsecondary institutions by members of minority groups. The proposals suggests a curtailment of services with a transfer of responsibility for funding from State to local government. The financial and educational implications are not presented. The Regents request additional information before they can approve these recommendations.

I. Teacher Education

SUNY Recommendations:

22. The University reaffirms the importance of preparing teachers in particular subject areas and capable of stimulating desirable educational innovations.

Regents Position: APPROVED

23. The University will continue to assure that teacher education programs reflect student competency. As segment changes are introduced, the University will closely monitor faculty load, instructional group size, costs in money and time, the status of off-campus personnel, additional costs to students and to school systems, and the effectiveness of the programs, and introduce appropriate adjustments as needed.

Regents Position: APPROVED

The Regents welcome the State University's reaffirmation of the importance of high quality teacher education programs. The Regents appreciate State University's effort in this area. The need to retain adequate resources for developing competency programs in light of the shrinking demand for newly certified persons indicates that it may be necessary to reduce and consolidate programs presently being offered in order to maintain quality.

J. International Education

SUNY Recommendations:

24. The University will continue existing strong area studies programs.

Regents Position: APPROVED

25. The University will expand international education among two-year colleges, and increase regional and statewide intercampus cooperation as well.

Regents Position: APPROVED

26. The University will seek to expand the size of the foreign student group within the University.

Regents Position: APPROVED

27. The University will expand the accredited overseas study opportunities for State University students.

Regents Position: APPROVED

We are likely to be entering a period of significant expansion of opportunities in international education, including increased Federal funding. The State University should position itself as effectively as possible to take advantage of these new opportunities.

The critical need within the State University at the present time, however, is to develop a meaningful and viable University-wide strategy for protecting its existing resources in international education against a pronounced trend at the local campus level to make budget and faculty cuts of a disproportionate nature in these academic programs and resources.

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K. Health Sciences

SUNY Recommendation:

28. The University will create model regional health care systems as part of its clinical training network. To accomplish this the University will work in close cooperation with other State agencies and various community organizations and institutions.

Regents Position: APPROVED

The Regents fundamentally agree with this recommendation. They point out, however, that regional health care system development should be accomplished in cooperation with the Health Systems Agencies created under U.S. Public Law 93-641.

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SUNY Recommendation:

29. The University will emphasize educational and research programs concerned with health care delivery. These programs will educate personnel for research in academic settings and for new planning and management roles that are emerging in the health care system.

Regents Position: APPROVED WITH CONDITION

This recommendation proposes the training of health care researchers, managers, and planners of which there is already somewhat of an oversupply, in contrast to providers of health care. The Regents believe that sufficient numbers of students will turn to these fields of their own volition without special emphasis on the part of the State University. However, the Regents do welcome innovative programs in this area.

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SUNY Recommendation:

30. The State University will continue to distribute its clinical training facilities geographically to increase the level of health care in regions throughout the State. The University will develop the Binghamton clinical campus, which represents an innovation designed to achieve higher productivity in the education of physicians. This program will provide an opportunity for clinical experience in the Binghamton area to medical students of Upstate, the Binghamton University Center, and community health facilities. Possibilities for developments in other areas of the State, including New York City, will be explored.

Regents Position: APPROVED

The Regents appreciate the State University efforts in this area. There continues to be a need for a larger number of better distributed primary care physicians in the State. This recommendation addresses that need.

SUNY Recommendation:

31. The University will attempt to increase the enrollment of the College of Veterinary Medicine within available resources. Alternate funding methods, including federal, private, and interstate resources, will also be explored.

Regents Position: APPROVED

A serious maldistribution of veterinarians by type of practice now exists in New York State. While not necessarily the result of specialized training at the undergraduate veterinary medicine level, most new practitioners do choose to locate in urban or suburban areas, and to work mainly with small animals. The importance of such practice notwithstanding, a shortage of large animal (horses and cattle) or mixed practitioners for an agricultural state such as New York is a serious problem which should be brought to public attention.

The State's College of Veterinary Medicine should exert any influence that it can to address this problem. The Regents, in approving attempts to increase the enrollment of the College within the levels approved for the State University as a whole, believe that wherever possible program emphasis and student counseling should reflect the need for service to agriculture and to practice not confined to urban areas or to small animals.

L. The Arts

SUNY Recommendation:

32. The University will complete and implement a University-wide Plan for the Arts.

Regents Position: APPROVED WITH CONDITION

The State Education Department requested a University-wide Plan for the Arts several years ago when the number and dispersion of new programs proposed in this area expanded dramatically. The Regents are pleased that the plan is now nearing completion. Within the proposed plan all programs must be based in an existing unit of the University, which shall be responsible for them. Additionally, all master's programs must meet the requirements of the Regulations of the Commissioner of Education and Appendix D of the Regents Bulletin for the 1976 Statewide Plan. Finally, all major changes in primary institutional unit responsibility should be individually approved by master plan amendment and separately registered by the State Education Department.

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M. Religious Studies

SUNY Recommendation:

33. The University will develop a University-wide program for Religious Studies to promote a scholarly study of world religions, focusing especially upon the relationships between Eastern and Western religious thought.

Regents Recommendation: APPROVED WITH CONDITION

Subject to review and registration of specific programs.

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N. The University Libraries

SUNY Recommendations:

34. The University will continue to develop a network of effective library services including inter-campus and automated services to increase the efficiency and access of the libraries.

Regents Position: APPROVED

35. The University will strive to improve the level of quality of its libraries and will give special emphasis to developing formulas for funding an adequate flow of materials necessary to meet the various teaching and research missions of its campuses.

Regents Position: APPROVED

36. The University reaffirms the status and role of librarians as full and equal partners in the teaching-learning process and in research, and will seek to develop policies which implement this basic commitment.

Regents Position: APPROVED

The Regents believe in the importance of academic libraries and note that a large number of State University campuses fail to meet minimum threshold levels in the area of collections and staff. This condition should be corrected as rapidly as possible. It is of paramount importance that a University-wide library network which provides for inter-campus and automated services be established so that the libraries of the various units of the University can benefit from and utilize more effectively the programs and services of the statewide Reference and Research Library Resources System (3R's) and the evolving nationwide network of library and information service.

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O. Student Affairs and Services

SUNY Recommendations:

37. Each campus will establish procedures for the evaluation of its Student Services programs.

Regents Position: APPROVED

38. The University will examine the method of funding the various functions of Student Services in order to maintain a quality level of services to students and faculty.

Regents Position: APPROVED

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P. Emerging Academic Programs

SUNY Recommendations:

39. The University will continue to encourage offerings in Black Studies, Puerto-Rican Studies, Native American Studies, and other interdisciplinary and cross-cultural approaches to the understanding of society and identity.

Regents Position: APPROVED WITH CONDITION

40. The University will encourage the development of Women's Studies in order to develop a curriculum which truly embraces all of human experience and learning, for the better knowledge and understanding of all students.

Regents Position: APPROVED WITH CONDITION

Subject to review and registration of specific programs.

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Q. Graduate Faculty

SUNY Recommendation:

41. Departments and professional schools offering both graduate and undergraduate instruction will designate, where applicable, which faculty members constitute the graduate faculty responsible for teaching, curriculum development, and governance of the graduate programs. Criteria used will be reviewed by appropriate deans. Designated graduate faculty also will usually teach at undergraduate levels. Where the whole faculty of the discipline or school are held to be graduate faculty, they will be so identified.

Regents Position: APPROVED

The Regents welcome this important step in establishing adequate academic controls over graduate programs. They urge that standards for selection be examined critically since the success of this approach will depend primarily on the initial selection of faculty.

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R. University-Wide Degree Programs

SUNY Recommendation:

42. The University will favorably consider establishing University-wide degree programs in selected fields of study, especially where outstanding faculty in subdisciplines of the field are functioning successfully at dispersed locations.

Regents Position: APPROVED WITH CONDITION

The Regents express concern about the effectiveness of such an approach for a geographically dispersed system. Yet they encourage this development subject to the following constraints.

Each program must (a) be separately approved by individual master plan amendment and program registration prior to implementation, (b) be principally attributed to specific existing campuses of the University, and (c) meet all the requirements of the Regulations of the Commissioner of Education.

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S. Visiting Student Program

SUNY Recommendation:

43. The University will create an inter-campus Visiting Student program designed to utilize unique or specific advantages available among its individual campuses.

Regents Position: APPROVED

T. Non-Residential Master's Program

SUNY Recommendation:

44. The University will establish in Empire State College, and will consider establishing in other units, non-residential master's programs designed to serve students who could not otherwise continue their education. Special care will be taken to maintain high quality both in these and in conventional residential master's programs, and to avoid any possibly of overextension of graduate offerings.

Regents Position: DISAPPROVED

As stated in Chapter 3, the Regents believe that nontraditional graduate education, still in its experimental stages, should be undertaken only by graduate institutions with established records of excellence. Institutions which are engaged in undergraduate work should further develop their strengths at that level rather than expand to the graduate level.

Empire State College has made significant progress in the development of nontraditional programs at the undergraduate level, especially in the difficult area of assessing life experience. No consideration of graduate work should be attempted however, until the undergraduate program is firmly established. Additionally, the State University needs to develop a "mini-plan" describing its long-range plan for the establishment of nontraditional graduate programs among the various colleges of the University. Future program requests in this area will be reviewed in conjunction with the mini-plan.

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U. Evaluation of Prior Learning

SUNY Recommendation:

45. The University will establish an Assessment Center to coordinate, facilitate, and assess the use of credit by evaluation.

Regents Recommendation: DEFERRED

The services that the proposed Assessment Center would provide are already available through Empire State College, State University College at Brockport, the Regents External Degree Program, the College Proficiency Examination Program, the Project on Non-Collegiate Sponsored Instruction, the College-Level Examination Program, and many independent postsecondary institutions. Further justification of this proposal is needed.

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V. An Institute for College Teaching and Learning

SUNY Recommendation:

46. The University will establish an Institute for College Teaching and

Learning to provide: (a) assistance to interested faculty members as teachers, (b) curricular and course instructional development assistance to faculty and academic units, (c) research into teaching and learning, (d) a continued elevation of the teaching role of the University, and (e) assistance to graduate programs in the preparation of college teachers.

Regents Position: APPROVED

The future will make additional demands for excellence and flexibility in teaching as the University serves an increasingly diverse student population and as the prior experiences of traditional students change. The needs of educationally disadvantaged students and of mature students require a faculty that is both flexible and able to reach a variety of students. Higher education faculty generally have been provided with little assistance of a systematic nature in meeting teaching responsibilities. Faculty members who wish to improve their teaching or develop programs require the services of a staff which can link faculty to existing educational research as well as an environment favorable to change.

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W. Equality of Employment Opportunity

SUNY Recommendations:

47. The University will continue to pursue its basic equal opportunity and affirmative action goals.

48. The University will ensure that information about State University and about vacancies in the University is make available to members of minority groups and to women. The University will continue actively to encourate minority group members and women to apply for positions within the University.

49. All job criteria and qualifications will be carefully evaluated to ensure that they (1) are stated clearly; (2) relate specifically to the job being described; and (3) allow for and recognize training, education, background, and experience that are appropriate alternatives to traditional requirements.

50. State University will develop an intercampus administrative intern program and will encourage women and minorities to use this and other means of advancement into positions of leadership.

Regents Position: APPROVED

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X. The Recognition of Faculty Excellence

SUNY Recommendations:

51. In the selection and retention of faculty, excellence in teaching will be increasingly recognized and rewarded, especially among those serving predominantly at the undergraduate level.

Regents Position: APPROVED

52. The number of distinguished teaching professorships within the University will be expanded.

Regents Position: APPROVED

53. Distinguished and pioneering research or other creative achievement will continue to be emphasized, in the recognition that some members of the professional staff should and will be deeply commited to such endeavors.

Regents Position: APPROVED

54. The number of distinguished research professorships will be expanded to give special recognition to the value of independent advanced research and artistic endeavors.

Regents Position: APPROVED

The Regents enthusiastically endorse the recognition of teaching and research espoused in the Faculty and Staff section of the State University Master Plan. As the Regents have stated on numerous occasions, a primary concern of any educational institution must be the excellence of the teaching-learning process. The Regents are equally commited to the concept that scholarly research is a vital part of any educational delivery system. Recognizing the need for the coordination of the delicate balance between these two aspects, i.e. teaching and research, the Regents are pleased to note that the State University recognizes that although there are those who can combine these two aspects, others better serve the enterprise by marshaling their strengths in one of these areas. Therefore, the Regents commend the expansion of the number of distinguished teaching professorships and distinguished research professorships. The value of these honors can only be maintained by strict adherence to rigorous criteria.

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Y. The Role of Research

SUNY Recommendation:

55. The State University will continue to encourage all faculty with research skills to engage in basic or applied scholarly activities that advance knowledge and enrich the educational experiences of its students, and will develop policies and seek to secure funding to expand quality research within the University.

Regents Position: APPROVED

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Z. University-Wide Research Centers

SUNY Recommendation:

56. The University will emphasize selected fields of research including:

- policy analysis for technological and industrial advancement
- public policy studies
- health care delivery and medical economics
- adequate supply of food
- wise use and protection of land, water, and other scarce resources
- energy studies
- urban and rural studies
- teaching and learning with special emphasis on tutoring the culturally different and educationally disadvantaged
- computer technology

Regents Position: APPROVED WITH CONDITION

The Regents see merit in the encouragement of faculty to undertake research in areas of public need. The Regents urge that research be based on outside funding. SUNY is encouraged to seek private and Federal funds for research. State funding should be limited to helping faculty to develop proposals that would be funded through non-State tax sources. Research centers as such exist in public and independent institutions as a result of faculty efforts in attracting research funds competively from foundation and Federal sources. State funding of such activities presupposes that the State subsidize such activities without regard to present faculty interests or competence. The State's interests would best be served if funds for research were made available on a competitive basis.

The Regents support an extension of serious research efforts at the State University with limited special State subsidy.

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AA. The Research Foundation

SUNY Recommendations:

57. The State University Research Foundation will be more closely integrated within the University and, in consultation with appropriate campus personnel, the central staff and Research Foundation will improve the incentives for research. The University will continue to review copyright and patent policies, the apportionment of overhead funds, the Research Foundation procedures that affect investigators and their associates.

Regents Position: APPROVED

58. The University will continue to develop its University Press as part of its commitment to research and scholarship.

Regents Position: APPROVED

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BB. Public Service

SUNY Recommendations:

59. In addition to the pursuit and augmentation of those campus efforts which normally serve the respective communities, the University as a whole will mount a Statewide effort to identify the major public problems, at all levels, and the University capabilities which could best contribute to the solution of such problems, and bring about a still more direct mobilization of effort in terms of public service. The redevelopment of the economy and the maintenance of efficient and effective social service, for example, will be matters of major concern to the University.

Regents Position: APPROVED

60. In achieving better understanding of the problems of the State and campus communities, and in the general enhancement of the usefulness of the University, special effort will be made to further utilize the knowledge and counsel of the voluntary constituencies, including the members of college councils, local boards of trustees, and alumni.

Regents Position: APPROVED

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CC. The Enrollment Plan

SUNY Recommendations:

61. The University contemplates the full-time-equivalent student enrollment ranges indicated below for the State-operated campuses:

State-operated Campuses

1975-76	1980-81	1984-85
171,580	184,000-191,000	191,000-195,000

Regents Position: DISAPPROVED

62. The University estimates the full-time-equivalent student enrollment ranges indicated below for the community colleges:

Community Colleges

1975-76	1980-81	1984-85
116,000	125,000-130,000	125,000-130,000

Regents Position: DISAPPROVED

The Regents have developed long-term enrollment goals for all sectors of higher education in the State which assure a balanced and comprehensive institutional system. The State University full-time equivalent enrollment estimates are 15 percent higher than the Regents goals for 1980 and more than 26 percent higher for 1984.* Estimates from the independent sector are also higher than the Regents goals. The University expectations appear to be optimistic given (a) the decline in the traditional college age group in the early 1980's, (b) the fiscal situation of the State which resulted in an enrollment cutback for the State-operated campuses of the University, (c) the vacancies currently existing in the independent colleges and universities and their expressed desire to serve more students (d) the State policy of providing a coordinated system of public and independent higher education institutions as evidenced by recent increases in State aid to independent institutions and the expanded Tuition Assistance Programs and (e) the heavy reliance by SUNY on attracting community college transfer students despite recent experience that other institutions are attracting a high proportion of such students. This document notes that the enrollment expectations for the State as a whole will be much lower in 1990. Thus, funding for a shorter term peak in enrollments would result in long-term underutilization of facilities and tenured staff. The Regents urge the State University to rethink the assumptions and statewide impact of their master plan enrollment predictions.

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*The formula used to determine the Regents full-time equivalent (FTE) enrollment goals is: FTE enrollment equals full-time enrollment plus one third of part-time enrollment. The formula used by SUNY differs from this.

The Regents recommend specific goals to the Governor and the Legislature as follows:

Enrollment Goals for the State University

	1977	1978	1979	1980		1984	
				Low	High	Low	High
Full-Time Undergrad.							
4-Year	109,674	110,250	110,825	111,400	117,100	98,100	100,450
Ag & Tech	19,653	19,135	18,620	18,100	18,100	17,400	17,500
Com. Col.	83,640	81,960	80,280	78,600	79,100	73,100	73,400
Part-Time Undergrad.							
4-Year	18,156	18,475	18,790	19,100	20,100	19,300	20,900
2-Year	84,425	85,150	85,875	86,600	89,300	85,650	92,750
Full-Time Graduate	15,776	16,250	16,725	17,200	18,000	17,000	18,300
Part-Time Graduate	25,383	24,650	23,900	27,600	29,000	28,600	31,000

DD. Construction and Plant Utilization

SUNY Recommendation:

63. Highest priority will be given to construction projects in any one or more of the following kinds of circumstances:

- Instances in which a new campus has been started but still is not sufficiently complete to accommodate its enrollment and program;
- Instances in which a replacement campus has been authorized and partially constructed, but still remains far short of completion;
- Instances in which a unit of the University has been operating without permanent facilities, and is relying totally or largely on temporary facilities;
- Instances in which a new branch campus has been authorized but not yet constructed;

- Instances in which an established campus still has a serious imbalance among its kinds of space for special educational purposes, and where a comparatively minor construction or rehabilitation project could correct such imbalance; and

- Completion of health sciences facilities.

Regents Position: DEFERRED

The priorities comprise so exhaustive a list that they can justify all approved and planned construction. While recognizing the need for additional construction to meet unique and special educational needs, the Regents believe that the burden of proof must fall on the State University to justify the need for new construction. (See Regents statement on pp. 91 - 98.)

At the Regents public hearing on the Second Draft of the Tentative Statewide Plan held on October 21, 1976, the Acting Chancellor of the State University presented revised aggregate data with respect to the SUNY construction program as follows: The cap on future construction established by the Legislature and the Governor allows for $516 million for construction, $201 million is to be used for the Amherst campus of SUNY Buffalo, and $249 million for the construction and renovation of health science facilities. The University will establish priorities and sequences for the remaining construction equalling about $65.6 million. The Regents request a resubmission of the Master Plan data in accordance with the Bulletin on the Statewide Plan. The Regents also request project-by-project detail on the revised construction plans. The Regents will make a final comment when such data are received.

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EE. Energy Conservation

SUNY Recommendation:

64. The University will develop ways to gain maximum plant efficiency by changes in operating procedure and schedules; taking maximum advantage of the possibilities of automating specific plan management procedures; identifying energy-inefficient facilities for necessary rehabilitation or abondonment; and establishing energy consumption targets and incentives for each campus.

Regents Position: APPROVED

- -

FF. Physical Plan Maintenance and Operations

SUNY Recommendations:

65. The University will develop a ten-year forecast (now begun) of facilities repair and rehabilitation requirements. Proposed solutions

will be rigorously reviewed to obtain the maximum benefit from available resources.

Regents Position: APPROVED WITH CONDITION

The Regents recommend that any SUNY facilities rehabilitation forecast be reviewed by the Regents, the Governor, and the Legislature via the provisions of the statewide master planning process before any State funds are committed.

66. The University will review and evaluate the operations of each campus physical plant to develop improved maintenance management programs and integrate a preventive maintenance program with the inventory of equipment to insure maximum life of buildings and equipment.

Regents Position: APPROVED

- -

GG. Residence Hall Capacity

SUNY Recommendation:

67. The University will permit selective exemptions from the general moratorium on dormitory construction if a project conforms to strict budgetary limitations, is noninflationary in respect to overall room rentals, responds to a demonstrable future need, and is the only recourse after interim measures have been explored.

Regents Position: DEFERRED

For the same reasons as indicated in the Regents position on recommendation 64.

SUNY Recommendation:

68. At campuses where overcrowding exists in dormitories and facilities designed as dormitories have been converted to other uses, the University will reconvert to the original designed use.

Regents Position: APPROVED WITH CONDITION

Approval is given in principal pending the completion of the regional study of facilities needs being conducted by the Education Department.

- -

HH. The Construction Fund

SUNY Recommendation:

69. The University will more completely integrate the planning of educational facilities with the requirements of academic programs,

utilizing the existing proven working arrangements between the Construction Fund, the Campuses, and the central administration.

Regents Position: DEFERRED

See Regents position on facilities planning and construction on pp. 91 - 98.

Chapter 17

RECOMMENDATIONS BY THE CITY UNIVERSITY OF NEW YORK

Section 6202 of the Education Law specifies those areas which must be addressed by the master plan of The City University of New York. As approved herein by the Regents and as later approved by the Governor, the recommendations will guide the development of the University until such plan is formally amended.

The City University plan is cognizant of the fiscal problems of New York City and New York State. These problems have had and will continue to have a great impact on the missions and objectives of the City University and how it operates. Thus, the plan cannot provide a detailed picture of the shape and scope of the City University in even the near future. Rather, the plan addresses the important broad directions in which the University will be moving.

The City University is now under the guidance of a new Board of Higher Education. The previous board established a number of new initiatives that should be continued. Actions which were called for in the December 1975 Report of the Regents on the City University have been implemented. These include a restructuring program that involved the federation of Richmond College and Staten Island Community College, a change in the status of Medgar Evers College, and a refocusing of the mission of John Jay College. A number of program consolidations have also taken place and more are proposed. The Regents feel that the review of the CUNY missions and structures should include the consideration of the merger or consolidation of additional institutions.

Other important actions already taken include the revision of admissions standards, the adoption of retention standards, and the imposition of tuition. The decline in undergraduate enrollments can be too easily attributed to the new tuition charges. The City University should increase its efforts to explain the new admissions policies to potential students, and inform them of the State and Federal student aid programs that are available. A large portion of the fall-off in enrollments is due to mis-information about the new policies rather than a direct effect of them.

For 1976-77 State funds for the senior colleges are no longer provided in accordance with the statutory funding formula. The proportion of State funds now exceeds the amount that would have been provided by the formula, and additional amounts will be necessary in the future. The Mayor has announced that the City contribution for the operating expenses of the senior colleges will be eliminated with the 1977-78 academic year. The Regents call for the Mayor to continue City support for the senior colleges. The City University should retain its current basic structure intertwined with the life of New York City, and should receive financial support from the City.

Following are the recommendations made by the City University, followed by the Regents position.

A. Reassessment of College Roles and Structures

CUNY Recommendation:

1. The University will review its mission and the structures through which its missions are realized. Each college will review its own mission to determine compatibility with the University's mission. The individual college mission statement should clearly delineate its role within the University, its major objectives, and the basis for its major program activities. The University will engage in intensive study of organizational arrangements which offer possibilities of scaling down operations to a level consonant with budgetary limitations. It will study the impact of such arrangements on its ability to fulfill its basic mission.

Regents Position: APPROVED

This recommendation is consonant with the long-term plan of action described in A Report of the Regents on the City University of New York, December 11, 1975. The specific implementation plan will still need to be reviewed by the Regents via the master plan amendment process.

B. Relationship to the City

CUNY Recommendation:

2. The University will underscore service to urban concerns, focusing on New York City as a fundamental element in its mission. It pledges the resources of faculty and students to assist in rebuilding the City's economic base, to examine, analyze, and recommend solutions to those facets of city life which are within the purview of their expertise, and, in so doing, to assist in developing programs which will stimulate the economic and social health of the City. Because of its unique position in the City as a public institution, it will seek a coordinating role with the State University and private institutions which offer higher education in the New York metropolitan area.

Regents Position: APPROVED

The symbiotic relationship between the City University and the City of New York is vital to both and must be maintained.

C. The Students

CUNY Recommendation:

3. The University will carefully review the effects of these shifts in policy and will provide the educational programs necessary to ensure that full opportunity of access to postsecondary education is not compromised. It will monitor implementation of the new standards so as to develop alternatives if appropriate. The educational components of SEEK and College Discovery will be evaluated for their contribution to their students' academic success.

Regents Position: APPROVED

CUNY Recommendation:

4. Education at the University is to serve all ages. The University will explicitly address the educational needs of adults and part-time students by adapting in programmatic as well as administrative ways to their special circumstances. The University will improve its delivery of education to support the concept of life-long learning through credit-bearing, degree-granting programs and through non-credit offerings in continuing education. It will also further explore ways of acknowledging non-classroom experience as credit worthy learning.

Regents Position: APPROVED

The Regents urge the City University to continue its service to the adult population of New York City. For many, such an opportunity represents the only vehicle for breaking the poverty cycle and becoming productive citizens.

- -

D. Tuition and Student Aid

CUNY Recommendation:

5. The University will assist students to the extent feasible, including the continuation of the CAP program, to alleviate the economic effects of tuition. Additional ways of easing the burden of the increased cost of education will be sought.

Regents Position: APPROVED WITH CONDITION

The Regents agree with the concept of special programs funded by the City of New York as a local option. At the same time, the University should continue its service to full-time students from middle income families. Support of part-time students with State funds should be accomplished only through a statewide program. A separate program that is supported by State funds is not warranted. Any separate program for CUNY students should be fully funded by the City as a local option.

- -

E. Enrollment Levels

CUNY Recommendation:

6. The University will plan for its future in the context of enrollment levels different from those previously anticipated. It will also take into account the changing patterns of student attendance.

Regents Position: APPROVED WITH CONDITION

The Regents are concerned that the precipitous drop in enrollments may be the result of poor communication of available student aid programs, and may be limiting access to population groups most in need of the services of the University. The Regents urge CUNY to study the characteristics of Fall 1976 applicants to determine which people are not attending and why. A program for providing adequate information to potential students on available aid should be undertaken in conjunction with the New York City Board of Education.

F. The Academic Program

CUNY Recommendation:

7. Allied Health Professions:

A major part of the University's mission is reflected in the academic program offered at each of its colleges. In order to utilize its resources most effectively, the University plans to reexamine the programs of each campus as a part of the review of the college missions and to coordinate them from a University perspective.

The current distribution of registered programs at the senior and community colleges is shown in Exhibit III. The University will reassess this profile against projected changes in student needs in order to provide a well-rounded academic program. Coordination and consolidation may be appropriate. The University will give particularly close scrutiny to its offerings in the allied health professions, teacher education, the engineering technologies and business during the next quadrennium.

Projections of manpower needs indicate a modest increase in the need for health technicians and nurses. Nevertheless it is clear that the University is training more nurses than the labor market is likely to require. It is also clear that the market is particularly difficult for persons with only two years of nursing education. Therefore it is recommended that enrollment in nursing be reduced by at least half and that two-year programs be reduced even more drastically. This reduction will also permit the University to concentrate enrollment in those programs with demonstrated academic excellence and student success. A modest increase in the need for manpower in the health technologies also assigns the University an important role in preparing students for this area of employment. However, the University will stem the proliferation of these programs by limiting the number as well as limiting enrollments in medical laboratory technology, mental health assistance, health care administration, medical technology, emergency medical technology, medical assistant, occupational and physical therapies, speech pathology and audiology, respiratory therapy and enviromental health science.

Regents Position: APPROVED

The Regents agree with the assessment of the University's mission in the area of the allied health professions. The Regents urge the University to work with the State Education Department to determine the extent and scope of the program cutbacks in these areas. By analyzing CUNY's plans together with the program plans of the State University and the independent colleges, a coordinated approach to the State's manpower needs will be assured.

CUNY Recommendation:

8. City University has always been the chief source of training for teachers for the New York metropolitan area. The demand for teachers has been reduced in recent years by the decline in the school population in New York City, reductions in the tide of immigration, and reduced financing of the City's school system.

The University plans to restructure its teacher education programs to accord with the demands of a changing city population and with changing national and State mandates for teacher competency and responsibility. This emphasis entails a change in both the form in which teacher education is offered and in the content considered essential to development of the effective teacher. The University will re-evaluate the size, number and efficacy of the programs in teacher education concentrating upon fewer and more effective pre-service students as well as upon consistent aid and redirection to in-service teachers. It is likely that the University will reduce enrollment in these areas by approximately 50 percent during the next quadrennium.

Regents Position: APPROVED

The Regents agree with the assessment of the University's mission in the area of teacher education. The Regents urge the University to work with the State Education to determine the extent and scope of the program cutbacks in these areas. By analyzing CUNY's plans together with the program plans of the State University and the independent colleges, a coordinated approach to the State's manpower needs will be assured.

CUNY Recommendation:

9. The academic quality and the demand for trained personnel in engineering technologies will be thoroughly examined. In general, it is anticipated that requirements for such technical workers will be stable in the metropolitan area in the next four years. Technology programs will be centralized at two or three of the colleges in the system in

order to strengthen the offerings and match more nearly the number of students trained to the number of job openings.

Regents Position: APPROVED

CUNY Recommendation:

10. There will be a continued need for persons trained in business management, accounting, and specialized areas for the service sector of the economy and for employment in government. The University will increase its participation in the education of municipal workers. Programs will be evaluated for their quality and need. It is likely that some programs will be consolidated, though total enrollments may remain stable.

Regents Position: APPROVED

- -

G. Academic Program Review

CUNY Recommendation:

11. A rigorous evaluation of the academic programs of the colleges will be undertaken in order to assure excellence and a full range of alternative ways for realizing the University's total mission. The colleges will conduct the program review in accordance with University-wide guidelines. Where appropriate and necessary, programs will be consolidated. The results of the review will be integrated into the planning and resource allocation process of the University.

Regents Position: APPROVED WITH CONDITION

The procedures developed for the evaluation of academic programs should be submitted to the State Education Department for review before being implemented. This will insure consistency with the registration provisions in the Commissioner's Regulations. The State Education Department stands ready to assist the University in its consolidation endeavors.

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H. Remedial Programs

CUNY Recommendation:

12. The University will evaluate and strengthen its programs for the development of basic skills in order to assure full and effective educational opportunity for the students whom it serves.

Regents Position: APPROVED WITH CONDITION

The Regents share the University's concern over the number of secondary school graduates that do not have the skills to perform at traditional college level. This issue is a complex one involving cultural chasms brought on by the mass immigration of the 1950's and 1960's. The Regents have approved a special task force to study the problem and recommend corrective courses of action. The Regents urge the University to clarify the educational goals and strategies established for the University's new "transitional" program.

- -

I. The Faculty

CUNY Recommendation:

13. The University will establish mechanisms for assisting the faculty in improving their knowledge and skills in teaching and ways of increasing and supporting superior teaching. The University will also assess the effects of retrenchment on rank distribution, full-time/part-time distribution and the distribution of faculty members by race and sex. The University will continue its commitment to affirmative action and equal opportunity goals.

Regents Position: APPROVED

The Regents urge the University to limit the number of new tenure appointments and to investigate short-term renewable contracts, faculty retraining, and other options described in Chapter 12 of this Statewide Plan to attract young faculty and to revitalize the current staff.

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J. Facilities and Construction

CUNY Recommendation:

14. The University will reevaluate its space program in light of anticipated enrollment levels and statewide guidelines. Where appropriate, space projections will be revised to reflect reduced rentals and completion of planned construction, so that the goal of creating a positive physical environment for the educational program can be achieved.

Regents Position: DEFERRED

The Regents urge the University to work with the State Education Department to assess its long-term facilities needs. The resources and student vacancies available at the New York City independent colleges and universities should be taken into account in any such assessment. All facilities plans should be approved using the procedures outlined in Chapter 11.

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K. The Management of the University

CUNY Recommendation:

15. The University will reexamine all areas of its internal management of resources to assure their most effective use. The relative efficiency and effectiveness of centralization and consolidation will be evaluated and implemented where appropriate.

Regents Position: APPROVED

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L. Financing the University

CUNY Recommendation:

16. The University will take aggressive actions to assure the level of budgetary support adequate to conduct its educational program. It will work actively with the Regents and the Legislature to obtain State funding comparable to that for State University. It will strongly encourage the City to demonstrate its commitment to higher education by continuing to fund the four-year colleges. Sources of private support will also be pursued.

Regents Position: APPROVED

As outlined in Chapter 10 of this Statewide Plan and in their December 1975 Special Report on CUNY, the Regents believe that education is basically a State function and should receive adequate State support for similar programs and services. At the same time, those services and programs specific to the City University mission should be supported by City funds. The Regents will aggressively promote the continuance of an independent City University which receives support from student tuition, State appropriations, City appropriations, and private sources.

Chapter 18

RECOMMENDATIONS BY OTHER DEGREE-GRANTING POSTSECONDARY EDUCATIONAL INSTITUTIONS

The postsecondary educational system of New York State is composed of several varieties of institutions. In addition to the 220 traditional colleges and universities, there are also 26 business and trade schools that have been authorized by the Regents to grant undergraduate degrees in selected programs, and there are five hospital schools of nursing that have been given associate degree powers.

The Regents are pleased to note that the majority of the business and trade schools and all of the hospital schools participated in the development of this Statewide Plan and submitted a master plan with recommendations for the Regents consideration. The recommendations and the Regents responses to them follow.

A. Hospital Schools With Associate Degree Programs

Institutional Recommendation:

1. The Regents should encourage quality diploma programs in nursing in New York State to seek the authority to grant the associate in applied science degree.

Regents Position: APPROVED

The careful but progressive implementation of degree-granting privileges to hospital school diploma programs will be continued in response to student demand for associate degree programs.

B. Degree-Program Business and Trade Schools

Institutional Recommendation:

1. The Regents should curtail the number of two-year community colleges that are being authorized to grant four-year degrees.

Regents Position: APPROVED

Statute currently prohibits community colleges under SUNY sponsorship from offering degrees above the associate degree level. The Regents did support the exception made in law for the Fashion Institute of Technology because of its special nature. They do not believe that other community colleges under SUNY sponsorship should be given baccalaureate powers. Community colleges that are part of the City University may award baccalaureate degrees if approved in the master plan. The Regents will exercise the utmost caution in reviewing any such proposals. All relevant programs within a geographic region will continue to be carefully reviewed and considered by the Regents whenever an institution considers moving into new degree titles or levels.

Institutional Recommendation:

2. The Regents should insure that transfer students from degree-program occupational schools are provided an equitable transcript evaluation by the college to which the student transfers.

Regents Position: APPROVED

The Regents continue their policies and efforts to eliminate transfer discrimination against students who graduate from degree-program occupational schools. Data collected for the Regents 1974 Progress Report indicated that most reporting 4-year institutions provide complete transfer credit for entering students who hold an Associate in Occupational Studies degree. Where a transfer student seeks a major program transition at the upper division level, however, he may be required to complete a larger number of courses to qualify for a baccalaureate.

Institutional Recommendation:

3. The Regents should consider developing uniform-fiscal reporting standards not only for the purpose of inter-institutional comparison, but also to establish the actual dollar amount invested in building New York's comprehensive postsecondary system.

Regents Position: DEFERRED

The Regents note that all degree-granting institutions in the State must provide comparable financial data in the annual HEDS/HEGIS data surveys. These data are summarized, reviewed, and utilized by the Education Department as it develops annual fiscal recommendations for the Regents consideration. The institutions in the State spend over $3.5 billion annually on operational activities and have a physical plant which is worth nearly $6 billion. The institutional work force comprises over 2 percent of all employment in the State. The State provides over $1.2 billion annually to support the postsecondary educational enterprise. The Regents will continue to assess institutional and sector financial data and propose ways to achieve better educational services for State expenditures.

APPENDIX A
Degree-Granting Postsecondary Education Institutions in New York State

A. Public Colleges and Universities

1. THE STATE UNIVERSITY OF NEW YORK

University Centers

State University at Albany
State University at Binghamton
State University at Buffalo*
State University at Stony Brook*

Medical Centers

Downstate Medical Center at Brooklyn
Upstate Medical Center at Syracuse

Colleges of Arts and Science

College at Brockport
College at Buffalo
College at Cortland
Empire State College**
College at Fredonia
College at Geneseo
College at New Paltz
College at Old Westbury
College at Oneonta
College at Oswego
College at Plattsburgh
College at Potsdam
College at Purchase
College at Utica/Rome

Specialized Colleges

College of Environmental Science and Forestry at Syracuse
Maritime College at Fort Schuyler (Bronx)
College of Optometry at New York City

Agricultural and Technical Colleges

Agricultural and Technical College at Alfred
Agricultural and Technical College at Canton
Agricultural and Technical College at Cobleskill
Agricultural and Technical College at Delhi
Agricultural and Technical College at Farmingdale
Agricultural and Technical College at Morrisville

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*Includes Health Sciences Centers

**A non-residential college.

Statutory Colleges

College of Ceramics at Alfred University
College of Agriculture and Life Sciences at Cornell University
College of Human Ecology at Cornell University
School of Industrial and Labor Relations at Cornell University
College of Veterinary Medicine at Cornell University

Community College*

Adirondack Community College
Broome Community College
Cayuga County Community College
Clinton Community College
Columbia-Greene Community College
Community College of the Finger Lakes
Corning Community College
Dutchess Community College
Erie Community College
Fashion Institute of Technology
Fulton-Montgomery Community College
Genesee Community College
Herkimer County Community College
Hudson Valley Community College
Jamestown Community College
Jefferson Community College
Mohawk Valley Community College
Monroe Community College
Nassau Community College
Niagara County Community College
North Country Community College
Onondaga Community College
Orange County Community College
Rockland Community College
Schenectady County Community College
Suffolk County Community College
Sullivan County Community College
Tompkins-Cortland Community College
Ulster County Community College
Westchester Community College

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*Locally sponsored, two-year colleges under the program of State University

2. THE CITY UNIVERSITY OF NEW YORK

The Graduate School and University Center

Senior Colleges

Bernard M. Baruch College
Brooklyn College
The City College
College of Staten Island
Hunter College
John Jay College of Criminal Justice
Herbert H. Lehman College
Queens College *
York College

Community Colleges

Borough of Manhattan Community College
Bronx Community College
Eugenio Maria de Hostos Community College
Kingsborough Community College
Fiorello H. LaGuardia Community College
Medgar Evers Community College
New York City Community College
Queensborough Community College

B. INDEPENDENT COLLEGES AND UNIVERSITIES

Multiversities

Columbia University
Cornell University
New York University
Syracuse University
University of Rochester

Universities

Adelphi University
Fordham University
Hofstra University
Long Island University - Brooklyn Center
Long Island University - Brooklyn College of Pharmacy
Long Island University - C.W. Post College
Long Island University - Southampton College
St. John's University
Yeshiva University

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*The law school at Queens College, although master plan approved, is not yet operational.

College Complexes

Alfred University
Barnard College
Canisius College
Colgate University
D'Youville College
Elmira College
Hamilton College
Hartwick College
Hobart and William Smith
Iona College
Ithaca College
LeMoyne College
Manhattan College
Manhattanville College
New School for Social Research
Niagara University
Pace University
Russell Sage College
St. Bonaventure University
St. Lawrence University
Sarah Lawrence University
Skidmore College
Union College
Vassar College
Wagner College
Wells College

Colleges

Bard College
Briarcliff College
College of Mt. Saint Vincent
College of New Rochelle
College of St. Rose
Concordia College
Daemen College
Dominican College of Blauvelt
Dowling College
Eisenhower College
Friends World College
Houghton College
Keuka College
King's College
Kirkland College
Ladycliff College
Marist College
Marymount College
Marymount Manhattan College
Medaille College

(Continued on next page)

Colleges (Continued)

Mercy College
Molloy College
Mt. St. Mary College
Nazareth College
Nyack College
Roberts Wesleyan College
St. Francis College
St. John Fisher College
St. Joseph's College
St. Thomas Aquinas College
Siena College
Touro College
Utica College
Wadhams Hall

Engineering and Technical

Clarkson College of Technology
Cooper Union for the Advancement of Science and Art
New York Institute of Technology
Polytechnic Institute of New York
Pratt Institute
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Webb Institute of Naval Architecture

Specialized Colleges

Albany Law School
Bank Street College
Brooklyn Law School
College of Insurance
Teacher's College
Juilliard School
Manhattan School of Music
Mannes College of Music
New York Law School
New York School of Interior Design
School of Visual Arts

Health Sciences Centers

Albany College of Pharmacy
Albany Medical College
College of Pharmaceutical Sciences
Mt. Sinai School of Medicine
New York College of Podiatric Medicine
New York Medical College
Rockefeller University

Seminaries and Religious Training Colleges

- Cathedral College of the Immaculate Conception
- Christ The King Seminary
- Colgate Rochester-Bexley
- General Theological Seminary
- George Mercer School
- Hebrew Union College
- Holy Trinity Orthodox Seminary
- Immaculate Conception Seminary at Troy
- Jewish Theological Seminary of America
- Maryknoll Seminary
- Mt. St. Alphonsus Seminary
- New York Theological Seminary
- Rabbi Isaac Elchanan Theological Seminary
- St. Anthony-on-the-Hudson
- St. Bernard's Seminary
- St. Joseph's Seminary and College
- St. Vladimir's Seminary
- Seminary of the Immaculate Conception-Rockville Centre
- Union Theological Seminary

Two-Year Independent Institutions

Regents-Chartered

- Academy of Aeronautics
- American Academy of the Dramatic Arts
- Bennett College
- Boricua College
- Cazenovia College
- College of the Human Services
- Culinary Institute
- Elizabeth Seton College
- Five Towns College
- Harriman College
- Helene Fuld School of Nursing
- Hilbert College
- Institute for Design and Construction
- Maria College of Albany
- Mater Dei College
- Paul Smith's College
- Trocaire College
- Villa Maria College

Other Two-Year

Adelphi Business School
Albany Business College
Berkeley-Claremont-Hicksville
Berkeley-Claremont-New York City
Berkeley School
Bryant and Stratton - Buffalo
Bryant and Stratton - Rochester
Central City Business Institute
Columbia Memorial Hospital School of Nursing
Interboro Institute
Jamestown Business Institute
Katherine Gibbs School
Laboratory Institute of Merchandising
Long Island College Hospital School of Nursing
Misericordia Hospital School of Nursing
McConnell Clark School of Nursing of the Presbyterian Hospital (NYC)
Monroe Business Institute
New York Institute of Finance
Olean Business Institute
Powelson Business Institute
Collegiate Institute
Taylor Business Institute
Technical Careers Institute
Tobe-Coburn School of Fashion
Utica School of Commerce
Wood School

APPENDIX B

Statistical Tables

Table 1. A Comparison of Full-Time Undergraduate Enrollment Projections: Institutional Master Plans vs. Regents 1976 Statewide Plan, by Sector, Fall 1976-1984

Type and Control of Institution	Fall 1975 Actual	Projected Fall 1976				Projected Fall 1980				Projected Fall 1984			
		Insti.[1]	Regents	Difference* No.	Difference* Percent	Insti.[1]	Regents mid-point	Difference* No.	Difference* Percent	Inst.	Regents mid-point	Difference* No.	Difference* Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Total State	549,174	549,627	533,579	-16,048	-2.9 %	561,762	510,350	-51,412	-9.2%	N/A	482,450	N/A	N/A
Public	347,835	329,279	329,279	0	0	334,990	319,700	-15,290	-4.6	N/A	303,475	N/A	N/A
SUNY	215,792	215,079	215,079	0	0	226,490	211,200	-15,290	-6.8	227,248	189,975	-37,27	-16.4%
CUNY	132,043	114,200	114,200	0	0	108,500	108,500	0	0	N/A	113,500	N/A	N/A
Independent	201,339	220,348	204,300	-16,048	-7.3	226,772	190,650	-36,122	-15.9	224,719	178,975	-45,744	-20.4
Four-Year	383,257	383,265	366,668	-16,597	-4.3	382,197	343,000	-39,197	-10.3	N/A	350,700	N/A	N/A
Public	199,184	180,368	180,368	0	0	174,422	170,350	-4,072	-2.3	N/A	189,725	N/A	N/A
SUNY	111,184	109,968	109,968	0	0	118,322	114,250	-4,072	-3.4	121,418	99,275	-22,143	-18.2
CUNY	87,550	70,400	70,400	0	0	56,100	56,100	0	0	N/A	73,000	N/A	N/A
Independent	184,073	202,897	186,300	-16,597	-8.2	207,775	172,650	-35,125	-16.9	205,941	160.975	-44,966	-21.8
Two-Year	165,917	166,362	166,911	549	0.3	179,565	167,350	-12,215	-6.8	N/A	131,750	N/A	N/A
Public	148,651	148,911	148,911	0	0	160,568	149,350	-11,218	-7.0	N/A	113,750	N/A	N/A
SUNY[2]	104,158	105,111	105,111	0	0	108,168	96,950	-11,218	-10.4	105,830	90,700	-15,130	-14.3
CUNY[3]	44,493	43,800	43,800	0	0	52,400	52,400	0	0	N/A	40,500	N/A	N/A
Independent[4]	17,266	17,451	18,000	549	3.1	18,997	18,000	- 997	- 5.2	18,778	18,000	- 778	- 4.1

[1] Source: Summary of Institutional Master Plans - midpoint projections derived by averaging high and low series. Independent sector projections were prorated to reflect the total independent sector, based on 1975 enrollment.

[2] Includes Fashion Institute of Technology which enrolls a limited number of upper division students

[3] Includes Medgar Evers College.

[4] Includes specialized institutions authorized by the Regents to award degrees on a per-program basis.

[5] CUNY did not submit 1984 projections.

* Regents goal less institutional projections.

Table 2. A Comparison of Graduate and First Professional Enrollment Projections: Institutional Master Plans vs. Regents 1976 Statewide Plan, by Sector and Type of Attendance, 1976-1984

Sector and Type of Attendance	Fall 1975 Actual	Projected Fall 1976				Projected Fall 1980				Projected Fall 1984[2]			
		Institutions	Regents	Difference*		Institutions	Regents	Difference*		Institutions	Regents	Difference*	
				Number	Percent			Number	Percent			Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Total State	189,118	180,383	188,587	8,204	4.5%	192,466	204,600	12,134	6.3%	NA	215,000	NA	NA
Full-Time	63,872	64,679	63,654	-1,025	-1.6%	70,986	69,500	- 1,486	-2.1%	NA	71,550	NA	NA
Part-Time	125,246	115,704	124,933	9,229	8.0%	121,480	135,100	13,620	11.2%	NA	143,450	NA	NA
Public Sector	68,369	61,187	61,187	0	0	67,919	66,500	- 1,419	-2.1%	NA	73,050	NA	NA
Full-Time	20,183	19,054	19,054	0	0	22,755	21,200	- 1,555	-6.8%	NA	21,950	NA	NA
Part-Time	48,186	42,133	42,133	0	0	45,164	45,300	136	0.3%	NA	51,100	NA	NA
State University	41,429	40,922	40,922	0	0	47,849	45,900	- 1,949	-4.1%	49,624	47,450	-2,174	- 4.4%
Full-Time	15,668	15,359	15,359	0	0	19,410	17,600	- 1,810	-9.3%	20,670	17,650	-3,020	-14.6%
Part-Time	25,761	25,563	25,563	0	0	28,439	28,300	- 139	-0.5%	28,954	29,800	846	2.9%
City University	26,940	20,265	20,265	0	0	20,070	20,600	530	2.6%	NA	25,600	NA	NA
Full-Time	4,515	3,695	3,695	0	0	3,345	3,600	255	7.6%	NA	4,300	NA	NA
Part-Time	22,425	16,570	16,570	0	0	16,725	17,000	275	1.6%	NA	21,300	NA	NA
Independent Sector[1]	120,749	119,196	127,400	8,204	6.9%	124,547	138,100	13,553	10.9%	127,599	141,950	14,351	11.2%
Full-Time	43,689	45,625	44,600	-1,025	-2.2%	48,231	48,300	69	0.1%	48,335	49,600	1,265	2.6%
Part-Time	77,060	73,571	82,800	9,229	12.5%	76,316	89,800	13,484	17.7%	79,264	92,350	13,086	16.5%

[1] Source: Summary of Institutional Master Plans - midpoint projections derived by averaging high and low series. Independent Sector projections were prorated to reflect the total independent sector, based on 1975 enrollment.

[2] CUNY did not submit 1984 projections.

* Regents goal less institutional projections.

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Table 3, Comparison of Full-Time Undergraduate Enrollment Projections: Institutional Master Plans Vs. Regents 1976 Statewide Plan Projections for Independent Institutions, by Region, 1975 Actual; 1976, 1980 and 1984 Projected

Region	Fall 1975 Actual	Fall 1976				Fall 1980				Fall 1984			
		Institution	Regent's Plan	Difference*		Institution	Regent's Plan	Difference*		Institution	Regent's Plan	Difference*	
				No.	Percent			No.	Percent			No.	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Total Independent Sector[1]	202,379	220,348	204,300	-16,048	-7.3	226,772	190,650	-36,122	-15.9	224,719	178,975	-45,744	-20.4
Western Region	15,368	15,490	15,509	+19	+0.1	15,932	14,472	-1,460	-9.2	15,389	13,586	-1,803	-11.7
Genesee Valley Region	17,272	17,920	17,427	-493	-2.8	19,079	16,265	-2,814	-14.7	19,103	15,269	-3,834	-20.1
Central Region	29,992	34,713	30,280	-4,433	-12.8	35,043	28,256	-6,787	-19.4	34,229	26,526	-7,703	-22.5
Northern Region	6,487	6,729	6,558	-171	-2.5	6,906	6,123	-783	-11.3	6,707	5,748	-959	-14.3
Northeast Region	17,366	16,848	17,535	+687	+4.1	16,422	16,360	-62	-0.4	16,587	15,358	-1,229	-7.4
Mid-Hudson Region	22,763	22,620	22,986	+366	+1.6	24,724	21,451	-3,273	-13.2	25,255	20,137	-5,118	-20.3
New York City	61,168	61,312	61,743	+431	+0.7	63,780	57,616	-6,164	-9.7	62,539	54,038	-8,451	-13.5
Long Island	31,963	44,716	32,262	-12,454	-27.9	44,886	30,107	-14,779	-32.9	44,910	28,263	-16,647	-37.1

Note: The State University of New York did not provide per-campus projections of enrollments as requested in the Regent's Bulletin for the 1976 Statewide Plan. Thus, this regional comparison is confined to the independent sector.

1. Institutional projections were prorated to reflect the entire independent sector
* Regent's projections - Institution Projections

Table 4, Full-Time Tenured Faculty as a Percentage of Total Full-Time Faculty in New York by Type of Institution, 1970 and 1975

Sector	Fall 1970			Fall 1975		
	Total Full Time Faculty	Tenured Full Time Faculty		Total Full Time Faculty	Tenured Full Time Faculty	
		Number	Percent of Total		Number	Percent of Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
State University totals	14,006	6,275	44.8%	14,428	9,138	63.3%
State Operated Institutions	10,441	4,744	45.4	10,443	6,233	59.6
University Centers	2,897	1,537	53.0	2,830	1,778	62.8
University Colleges	3,993	1,725	43.2	4,119	2,484	60.3
Health Sciences Centers	1,357	464	34.1	1,397	680	48.6
Specialized Colleges	207	120	57.9	198	112	56.5
Statutory Colleges	949	540	56.9	801	582	72.6
Agricultural and Technical Colleges	1,038	358	34.4	1,098	597	54.3
Community Colleges						
City University total	N/A	N/A	N/A	7,814	3,513	48.9
Graduate School	N/A	N/A	N/A	56	37	66.0
Senior Colleges	N/A	N/A	N/A	5,404	2,356	43.5
Community Colleges	N/A	N/A	N/A	2,354	1,120	47.5
Independent Institution totals*	16,361	6,674	40.7	15,763	8,385	53.1
Multiversities	5,978	2,534	42.3	5,694	3,159	55.4
Universities	2,455	1,193	48.5	2,376	1,486	62.5
College Complexes	3,140	1,327	42.2	3,097	1,722	55.6
Colleges	1,647	590	35.8	1,565	774	49.4
Engineering and Tech. Schools	1,714	752	43.8	1,583	914	57.8
Specialized Colleges	424	121	28.5	451	122	27.0
Health Centers	626	124	19.8	636	145	22.7
Seminaries	31	9	29.0	24	12	50.0
Two-Year Institutions	346	24	6.9	337	49	14.5

*Source for independent institutions: Commission on Independent Colleges and Universities.master plan summary.
Note: Regents guideline is 60.0 percent.

Table 5, Student Progression In Associate Degree Programs and Baccalaureate Degree Programs, A Study of Fall 1970 First-Time Freshmen After Two Years and Four Years

Sector	Status of Students After Two Years In Associate Degree Programs			Status of Students After Four Years In Baccalaureate Degree Programs		
	Still Enrolled F/T and P/T	Graduated	Graduated or Still Enrolled	Still Enrolled F/T and P/T	Graduated	Graduated or Still Enrolled
State University	14.9%	39.7%	54.6%	10.7%	51.1%	61.8%
Centers	-	-	-	12.8%	51.6%	64.4%
Colleges	-	-	-	10.0%	49.9%	59.9%
Special.	-	-	-	5.5%	46.2%	51.7%
Statutory	-	-	-	8.7%	62.5%	71.2%
Health	1.9%	77.8%	79.7%	-	-	-
Ag. & Tech.	6.1%	53.2%	59.3%	-	-	-
Comm. Coll.	17.5%	35.7%	53.2%	-	-	-
City University	46.4%	11.5%	57.9%	29.7%	35.2%	64.9%
Independent	22.4%	54.2%	76.6%	11.8%	56.6%	68.4%
Multiversities	10.0%	60.0%	70.0%	10.5%	80.0%	90.5%
Universities	49.3%	29.4%	78.7%	13.7%	47.1%	60.8%
Complexes	14.4%	47.5%	61.9%	9.8%	60.4%	70.2%
Colleges	30.6%	23.1%	53.7%	9.3%	53.6%	62.9%
Engin. & Tech.	-	-	-	15.5%	43.1%	58.6%
Specialty	-	-	-	31.7%	30.7%	62.4%
Health	-	-	-	58.9%	3.2%	62.1%
Seminaries	-	-	-	20.6%	31.6%	52.2%
Two-Year Colleges	19.1%	62.5%	83.1%	-	-	-

Note: F-T = Full-Time; P-T = Part-Time.

Table 6, Physical Facilities by Room Use Categories in All Degree-Granting Institutions in New York for 1970, 1975, 1980, 1984 (in square feet)*

Type of Space	Actual 1970	Actual 1975	Difference 1970 - 1975 Number	Difference 1970 - 1975 Percent	1980	Difference 1975 - 1980 Number	Difference 1975 - 1980 Percent	Projected 1984	Difference 1975 - 1984 Number	Difference 1975 - 1984 Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Total Gross Square Feet	134,619,675	169,370,087	34,750,412	25.81%	184,944,849	15,574,762	9.20%	188,739,205	9,369,118	11.44 %
Total Net Square Feet	87,599,345	110,162,422	22,563,077	25.76	119,280,132	9,117,710	8.28	121,668,612	11,506,190	10.44
Classroom	6,976,334	8,271,416	1,295,082	18.56	9,355.838	1,084,422	13.11	9,501,060	1,229,644	14.87
Laboratory	14,191,240	17,163,444	2,972,204	20.94	19,385,779	2,222,335	12.95	19,965,353	2,[illegible]01,909	16.32
Office	11,675,421	15,561,367	3,885,946	33.28	17,060,799	1,499,432	9.64	17,551,859	1,990,492	12.79
Health Care	1,105,283	1,584,200	478,917	43.33	2,005,028	420,828	26.56	2,179,842	595,642	37.60
Residential	26,948,139	19,952,073	3.003,934	11.15	30,545,287	593,214	1.98	30,610,551	658,478	2.20
Other	25,178,827	34,358,569	9.179,742	36.46	39,323,949	4,965,380	14.45	40,238,301	5,879,732	17.11
Not Assigned	1,527,141	3,276,353	1,749,212	114.54	1,603,452	-1,672,901	-51.06	1,621,646	-1,654,707	-50.50

*As projected in sector master plans; independent sector data limited to summary prepared by the Commission on Independent Colleges and Universities.

Table 7, Physical Facilities, By Room Use Categories, in The City University of New York for 1970, 1975 1980 and 1984(in square feet)*

Type of Space (1)	Actual 1970 (2)	Actual 1975 (3)	Difference 1970 - 1975 Number (4)	Difference 1970 - 1975 Percent (5)	Projected 1980 (6)	Difference 1975 - 1980 Number (7)	Difference 1975 - 1980 Percent (8)	Projected 1984 (9)	Difference 1975 - 1984 Number (10)	Difference 1975 - 1984 Percent (11)
Total Gross Square Feet	9,373,000	15,437,000	6,064,000	64.70%	17,572,000	2,135,000	13.83%	17,557,000	2,120,000	13.73%
Total Net Square Feet	5,973,000	9,479,000	3,506,000	58.70	10,682,000	1,203,000	12.69	10,542,000	1,063,000	11.21
Classroom	986,000	1,395,000	409,000	41.48	1,424,000	29,000	2.08	1,368,000	-27,000	-1.94
Laboratory	1,222,000	2,038,000	816,000	66.78	2,129,000	91,000	4.47	2,189,000	151,000	7.41
Office	1,352,000	2,251,000	899,000	66.49	2,360,000	109,000	4.84	2,312,000	61,000	2.71
Health Care	0	0	0	0	0	0	0	0	0	0
Residential	0	97,000	97,000	(a)	97,000	0	0	97,000	0	0
Other	2,413,000	3,698,000	1,285,000	53.25	4,672,000	974,000	26.34	4,576,000	878,000	23.74
Not Assigned	0	0	0	0	0	0	0	0	0	0

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[a] Base is zero

*As prepared in CUNY master plan.

Table 8, Physical Facilities, by Room Use Categories in the State University of New York for 1970, 1975, 1980,* 1984 (in square feet)

Type of Space (1)	1970 (2)	1975 (3)	'70-'75 Increase Number (4)	'70-'75 Increase % (5)	Projected 1980 (6)	'75-'80 Increase Number (7)	'75-'80 Increase % (8)	Projected 1984 (9)	'75-'84 Increase Number (10)	'75-'84 Increase % (11)
Total Gross Sq. Ft.	50,905,228	69,381,260	18,476,032	36.29%	79,768,693	10,387,433	14.97%	82,722,905	13,341,645	19.23%
Total Net Sq. Ft.	31,139,321	43,073,222	11,933,901	38.32%	48,182,242	5,109,020	11.86%	50,005,556	6,932,334	16.09%
Classroom	2,278,035	2,685,709	407,674	17.90%	3,156,369	470,660	17.52%	3,279,118	593,409	22.10%
Laboratory	6,140,354	7,742,835	1,602,481	26.10%	9,246,646	1,503,811	19.42%	9,648,520	1,905,685	24.61%
Office	4,129,722	5,768,265	1,638,543	39.68%	6,774,358	1,006,093	17.44%	7,213,502	1,445,237	25.05%
Health Care	532,844	609,071	76,227	14.31%	984,336	375,265	61.61%	1,159,150	550,079	90.31%
Residential	8,766,617	10,407,564	1,640,947	18.72%	10,738,764	331,200	3.18%	10,738,764	331,200	3.18%
Other	9,216,763	14,420,423	5,203,660	56.46%	17,276,097	2,855,674	19.80%	17,960,830	3,540,407	24.55%
Not Assigned	74,986	1,439,355	1,364,369	1819.50%	5,672	-1,433,683	-99.61%	5,672	-1,433,683	-99.61%

*As projected in SUNY master plan.

Table 9, Physical Facilities, by Room Use Categories, in Independent Degree-Granting Institutions in New York, for 1970, 1975, 1980, and 1984 (in square feet).

Type of Space	Actual		Difference 1970 to 1975		Projected 1980	Difference 1975 to 1980		Projected 1984	Difference 1975 to 1984	
	1970	1975	Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Total Gross Square Feet	74,341,447	84,551,827	10,210,380	13.73%	87,604,156	3,052,329	3.61%	88,459,300	3,907,473	4.62%
Total Net Square Feet	50,487,024	57,610,200	7,123,176	14.11	60,415,890	2,805,690	4.87	61,121,056	3,510,856	6.09
Classroom	3,712,299	4,190,707	478,408	12.89	4,775,469	584,762	13.95	4,853,942	663,235	15.83
Laboratory	6,828,886	7,382,609	553,723	8.11	8,010,133	627,524	8.50	8,127,833	745,224	10.09
Office	6,193,699	7,542,102	1,348,403	21.77	7,926,441	384,339	5.10	8,026,357	484,255	6.42
Health Care	572,399	975,129	402,730	70.36	1,020,692	45,563	4.67	1,020,692	45,563	4.67
Residential	18,181,522	19,447,509	1,265,987	6.96	19,709,523	262,014	1.35	19,774,787	327,278	1.68
Other	13,549,064	16,240,146	2,691,082	19.86	17,375,852	1,135,706	6.99	17,701,471	1,461,325	9.00
Not Assigned	1,452,155	1,836,998	384,843	26.50	1,597,780	-239,218	-13.02	1,615,974	-221,024	-12.03

Source: Commission on Independent Colleges and Universities master plan summary.

Table 10, Total Enrollment in ALL Institutions* by Age, Sex, Degree Level, Fall 1975

Age and Sex	Undergraduate		Grad. and Prof.		Total	
	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Total All Ages	772,574	100.0%	171,169	100.0%	943,743	100.0%
Male	413,032	53.5%	95,994	56.1%	509,026	53.9%
Female	359,542	46.5%	75,175	43.9%	434,717	46.1%
15 - 19	273,602	35.4%	410	0.2%	274,012	29.0%
Male	135,668	17.6%	215	0.1%	135,883	14.4%
Female	137,934	17.9%	195	0.1%	138,129	14.6%
20 - 22	226,514	29.3%	21,805	12.7%	248,319	26.3%
Male	121,839	15.8%	12,199	7.1%	134,038	14.2%
Female	104,675	13.5%	9,606	5.6%	114,281	12.1%
23 - 24	52,856	6.8%	34,628	20.2%	87,484	9.3%
Male	33,235	4.3%	19,039	11.1%	52,274	5.5%
Female	19,621	2.5%	15,589	9.1%	35,210	3.7%
25 - 29	79,787	10.3%	56,310	32.9%	136,097	14.4%
Male	51,152	6.6%	33,230	19.4%	84,382	8.9%
Female	28,635	3.7%	23,080	13.5%	51,715	5.5%
30 - 34	50,822	6.6%	22,042	12.9%	72,864	7.7%
Male	31,225	4.0%	12,768	7.5%	43,993	4.7%
Female	19,597	2.5%	9,274	5.4%	28,871	3.1%
35 - 44	49,140	6.4%	17,325	10.1%	66,465	7.0%
Male	24,232	3.1%	7,935	4.6%	32,167	3.4%
Female	24,908	3.2%	9,390	5.5%	34,298	3.6%
45 - 59	19,854	2.6%	7,804	4.6%	27,658	2.9%
Male	6,473	0.8%	2,822	1.6%	9,295	1.0%
Female	13,381	1.7%	4,982	2.9%	18,363	1.9%
60 and over	3,887	0.5%	869	0.5%	4,756	0.5%
Male	1,518	0.2%	421	0.2%	1,939	0.2%
Female	2,369	0.3%	448	0.3%	2,817	0.3%
Unknown	16,112	2.1%	9,976	5.8%	26,088	2.8%
Male	7,690	1.0%	7,365	4.3%	15,055	1.6%
Female	8,422	1.1%	2,611	1.5%	11,033	1.2%

Note: Detail may not add to totals due to rounding.

* Reflects data submitted by 202 institutions; excludes nonmatriculants at CUNY.

Table 11, Total Enrollment in All Degree-Granting Institutions* in New York State by Age and Sex in Fall, 1975

	Part-Time		Full -Time		Total Enrollment	
	Amount	Percent	Amount	Percent	Amount	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Total All Ages	336,849	100.0%	606,894	100.0 %	943,743	100.0%
Male	167,912	49.8%	341,114	56.2 %	509,026	53.9%
Female	168,937	50.2%	265,780	43.8 %	434,717	46.1%
15-19	30,340	9.0%	243,672	40.2 %	274,012	29.0%
Male	14,129	4.2%	121,754	20.1 %	135,883	14.4%
Female	16,211	4.8%	121,918	20.1 %	138,129	14.6%
20-22	50,980	15.1%	197,339	32.5 %	248,319	26.3%
Male	25,136	7.5%	108,902	17.9 %	134,038	14.2%
Female	25,844	7.7%	88,437	14.6 %	114,281	12.1%
23-24	40,291	12.0%	47,193	7.8 %	87,484	9.3%
Male	20,209	6.0%	32,065	5.3 %	52,274	5.5%
Female	20,082	6.0%	15,128	2.5 %	35,210	3.7%
25-29	78,913	23.4%	57,184	9.4 %	136,097	14.4%
Male	43,928	13.0%	40,454	6.7 %	84,382	8.9%
Female	34,985	10.4%	16,730	2.8 %	51,715	5.5%
30-34	45,810	13.6%	27,054	4.5 %	72,864	7.7%
Male	24,775	7.4%	19,218	3.2 %	43,993	4.7%
Female	21,035	6.2%	7,836	1.3 %	28,871	3.1%
35-44	49,200	14.6%	17,265	2.8 %	66,465	7.0%
Male	22,400	6.6%	9,767	1.6 %	32,167	3.4%
Female	26,800	8.0%	7,498	1.2 %	34,298	3.6%
45-59	22,498	6.7%	5,160	0.9 %	27,658	2.9%
Male	7,329	2.2%	1,966	0.3 %	9,295	1.0%
Female	15,169	4.5%	3,194	0.5 %	18,363	1.9%
60 and Over	3,489	1.0%	1,267	0.2 %	4,756	0.5%
Male	1,384	0.4%	555	0.1 %	1,939	0.2%
Female	2,105	0.6%	712	0.1 %	2,817	0.3%
Unknown	15,328	4.6%	10,760	1.8 %	26,088	2.8%
Male	8,622	2.6%	6,433	1.1 %	15,055	1.6%
Female	6,706	2.0%	4,327	0.7 %	11,033	1.2%

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* Reflects data submitted by 202 institutions; excludes nonmatriculants at CUNY.

Table 12, Age Distribution of Full-Time First-Time Undergraduate Freshmen At All Colleges and Universities in New York State, by Control of Institution, Fall 1975

Age Category (1)	Public Number (2)	Public Percent (3)	Independent* Number (4)	Independent* Percent (5)	Total(1) Number (6)	Total(1) Percent (7)
Total All Ages	102,587	100.0%	46,085	100.0%	148,672	100.0%
15 - 16	376	0.4	648	1.4	1,024	0.7
17 - 19	84,331	82.2	38,508	83.6	122,839	82.6
20 - 24	10,073	9.8	3,130	6.8	13,203	8.9
25 - 29	3,724	3.6	1,314	2.8	5,038	3.4
30 and Over	3,577	3.5	1,999	4.3	5,576	3.8
Unknown	506	0.5	486	1.1	992	0.7

*Source: Summary of 1976 master plans of independent institutions summarized by the Commission on Independent Colleges and Universities.

Note: Percentages may not add to 100.0 due to rounding.

(1) Reflects data submitted by 202 institutions.

Table 13, Full-Time, First-Time Freshmen, At All Colleges and Universities in New York State, by Year of High School Graduation, by Sector, Fall 1975.

	Public		Independent*		Total(1)	
	Number	Percent	Number	Percent	Number	Percent
Total all Years	102,587	100.0%	43,002	100.0%	145,589	100.0%
1975	81,708	79.6%	35,505	82.6%	117,213	80.5%
1974	6,941	6.8%	1,867	4.3%	8,808	6.0%
1973	2,445	2.4%	624	1.4%	3,069	2.1%
1972	1,306	1.3%	387	0.9%	1,693	1.2%
1971 or earlier	5,606	5.5%	3,312	7.7%	8,918	6.1%
GED holders	2,551	2.5%	408	0.9%	2,959	2.0%
Secondary School Students	1,449	1.4%	477	1.1%	1.926	1.3%
Unknown	581	0.6%	422	1.0%	1,003	0.7%

*Source: Commission on Independent Colleges and Universities.

Note: Percentages may not add to 100.0 due to rounding.

(1) Reflects data submitted by 202 institutions.

Table 14, Average Total Charges* for Full-Time Students in Independent Institutions, by Region, 1970 - 1980

Independent Sector	Total Student Charges				Diff. 70-75	Diff. 75-80
	1970	1974	1975	1980		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Two-Year Colleges	$2,394	$2,927	$3,177	$4,171	24.7%	31.3%
Four-Year Colleges						
Undergraduate	3,267	4,186	4,540	5,904	28.0%	30.0%
Graduate	2,935	4,174	4,591	6,240	36.1%	35.9%
1st-Professional	3,028	4,157	4,700	6,602	35.6%	40.5%
Degree-Granting Occupational Institution	NA	2,483	2,676	3,967	NA	48.2%

*Includes tuition, room, and board.

Based upon data submitted by 102 independent institutions.

Table 15, Average Full-Time Tuition Charges, By Degree Level, in Independent Institutions, 1970 - 1980

Independent Sector (1)	Full-Time Tuition 1970 (2)	1974 (3)	1975 (4)	1980 (5)	Diff. 70-75 (6)	Diff. 75-80 (7)
Two-Year Colleges	$1,358	$1,620	$1,771	$2,292	23.3%	29.5%
Four Year Colleges						
Undergraduate	1,981	2,695	2,894	3,657	31.6%	26.3%
Graduate	1,649	2,682	2,945	3,993	44.0%	35.6%
1st-Professional	1,741	2,665	3,054	4,345	43.0%	42.6%
Degree-Granting Occupational Institutions	1,548	1,823	1,911	2,486	19.0%	23.1%

Reflects data submitted by 102 independent institutions.

Table 16, Annual Current Funds Revenues by Major Fund for All Institutions in New York State, for the Fiscal Years 1973-74 and 1974-75
(in thousands of dollars)

Type of Fund	Fiscal Year Revenues 1973-74	1974-75	Differences Number	Percent
(1)	(2)	(3)	(4)	(5)
Total Current Funds Revenues	$3,000,658	$3,312,874	$312,216	10.4%
Educational & General	2,570,573	2,841,739	271,176	10.5
Tuition & Fees	819,342	897,016	79,674	9.7
Government Appropriations	1,116,248	1,228,085	111,837	10.0
Federal	23,089	35,427	12,338	53.4
State	796,876	876,453	79,577	10.0
Local	296,283	316,206	19,923	6.7
Endowment Income	51,909	60,225	8,316	16.0
Private Gifts	80,459	85,304	4,845	6.0
Sponsored Research	211,139	223,783	12,644	6.0
Other	291,477	347,325	55,848	19.2
Student Aid Grants	118,509	137,470	18,961	16.0
Government	95,008	112,018	17,010	17.9
Other	23,501	25,452	1,951	8.3
Major Service Program	71,280	77,009	5,729	8.0
Auxiliary Enterprise	240,296	256,656	16,360	6.8

Note: Independent sector data limited to summary prepared by the Commission on Independent Colleges and Universities.

Table 17, Annual Current Funds Expenditures, by Major Fund, and Transfers for All Institutions in New York State, for the Fiscal Years 1973-74 and 1974-75
(In thousands of dollars)

Type of Fund	Fiscal Year Expenditures 1973-74	1974-75	Difference Number	Percent
(1)	(2)	(3)	(4)	(5)
Total Current Funds Expenditure	$2,817,293	$3,124,316	$307,023	10.9%
Educational & General	2,339,519	2,572,340	232,821	10.0%
Instruction and Department Research	1,075,816	1,139,072	63,256	5.9%
Sponsored Research	209,550	224,509	14,959	7.1%
Exten & Public Serv.	38,850	42,863	4,013	10.3%
Libraries	91,526	99,769	8,243	9.0%
Physical Plant and Maintenance	240,321	293,314	52,993	22.1%
Other (Net)	683,456	772,813	89,357	13.1%
Student Aid Grants	187,522	218,179	30,657	16.3%
Major Service Program	74,862	98,951	24,089	32.2%
Auxiliary Enterprise	215,391	234,843	19,524	9.1%
Surplus before transfers	183,365	188,558	5,193	2.8%
Transfers	167,246	186,946	19,700	11.8%
Mandatory	164,065	177,816	13,751	8.4%
Debt Service	158,074	172,759	14,685	9.3%
Other	5,991	5,057	- 934	-15.6%
Non-Mandatory	3,181	9,130	5,949	187.0%
Surplus After Transfer	$ 16,119	$ 1,612	$ -14,507	-90.0%

Note: Independent sector data limited to summary prepared by the Commission on Independent Colleges and Universities.

Table 18, Annual Current Funds Revenues by Major Funds of Independent Institutions in New York State, For the Fiscal Years, 1973-74, 1974-75, and 1980-81 (in thousands of dollars.)

Type of Fund (1)	Fiscal 1973-74 (2)	Year 1974-75 (3)	Revenues 1980-81 (4)	Difference 1974 - 1980 Number (5)	Difference 1974 - 1980 Percent (6)
Total Current Funds Revenues	$1,435,398	$1,582,973	$2,132,650	$549,677	34.7%
Education and General	1,186,946	1,310,118	1,754,117	443,999	33.9
Tuition & Fees	607,473	663,982	958,505	294,523	44.4
Government Appropriations	72,609	83,177	82,865	-312	-0.4
Federal	10,060	18,514	10,608	-7,906	42.7
State	61,788	63,569	71,148	7.579	11.9
Local	761	1,094	1,109	15	1.4
Endowment Income	51,556	59,735	77,093	17,358	29.1
Private Gifts	79,806	84,500	110,208	25,708	30.4
Sponsored Research	144,171	154,874	205,043	50,174	32.4
Other	231,331	263,850	320,398	56,548	21.4
Student Aid Grants	49,914	56,601	71,984	15,383	27.2
Government	28,094	33,351	43,048	9,697	29.1
Other	21,820	23,250	28,936	5,686	24.5
Major Service Program	30,323	35,936	59,106	23,170	67.5
Auxiliary Enterprise	163,215	180,318	247,443	67,125	37.2

Note: Reflects revenues reported by members of the Commission on Independent Colleges and Universities.

Table 19, Annual Current Funds Expenditures, by Major Funds, and Transfers for Independent Institutions in New York State, for the Fiscal Years 1973-74, 1974-75, and 1980-81 (in thousands of dollars)

Type of Funds	Fiscal 1973-74	Year 1974-75	Expenditures 1980-81	Difference 1974-1980	
				Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)
Total Current Funds Expenditures	$1,371,498	$1,521,248	$2,063,269	$542,021	35.6%
Educational & General	1,082,496	1,200,415	1,609,933	409,518	34.1%
Instruct. & Dept. Res.	407,140	447,088	608,774	161,686	36.2%
Sponsored Res.	144,387	154,814	202,949	48,135	31.1%
Exten. & Pub. Ser.	17,095	19,089	23,468	4,379	22.9%
Libraries	43,556	47,116	55,625	18,509	39.3%
Physical Plant Maint.	110,987	127,394	187,307	59,913	47.0%
Other (Net)	359,331	404,914	521,810	116,896	28.9%
Student Aid Grants	101,628	111,514	153,626	42,112	37.8%
Major Service Program	34,262	40,790	64,106	23,316	57.2%
Auxiliary Enterprise	153,112	168,526	235,606	67,080	39.8%
Surplus before Transfers	63,900	61,725	69,381	7,656	12.4%
Transfers	55,632	66,556	67,521	965	1.4%
Mandatory	52,451	57,426	54,503	- 2,923	- 5.1%
Debt Service	46,695	52,814	50,218	- 2,596	- 4.9%
Other	5,756	4,612	4,285	- 327	- 7.1%
Non-mandatory	3,181	9,130	13,018	3,888	42.6%
Surplus after transfer	8,268	- 4,831	1,860	6,691	138.5%

Note: Reflects expenditures reported by members of the Commission on Independent Colleges and Universities.

APPENDIX C

Summary of Major 1975-76 State Legislation Affecting Higher and Professional Education

1975 Legislation

HIGHER EDUCATION

N.Y.S. College of Veterinary Medicine	Chapter 270 (effective June 24, 1975) amends section 5711 of the Education Law to change the name of the New York State Veterinary College to the New York State College of Veterinary Medicine, and to expand the statement of the object of the college.
New York City Community Colleges	Chapter 332 (effective July 1, 1975) incorporates the community colleges in New York City in the City University. Such colleges were sponsored by the Board of Higher Education but were not previously an integral part of City University.
H.E.O.P.	Chapter 411 (effective July 8, 1976) amends Education Law section 6452, relating to special programs for the screening, testing, coueling and tutoring of, and assistance to, residents of the State who are high school graduates, who have potential for the successful completion of a postsecondary program, and who are economically and educationally disadvantaged. Section 6452, subdivision 2, requires the State University and the City University each to formulate a general plan for the organization, development, coordination and operation of such programs. That subdivision provides that such plans shall include a definition of eligibility. The Chapter amends subdivision 2, paragraph a of section 6452, requiring a definition of eligibility, to provide that except for requiring residence in the State or in the City of New York, in the case of CUNY programs, no such definition of eligibility shall include any criteria or standard based in whole or in part upon the geographical locality in which a student or prospective student resides.
Community Colleges	Chapter 439 (effective September 6, 1975) amends 6305 of the Education Law to increase from 10 to 45 days from the beginning of the semester or program the time by which a president of a community college shall submit charges to other counties for their residents attending the college. The chapter also provides the basis for determining the number of nonresident students in at attendance at a community college.

Contract with University of Vermont for Medical Students

Chapter 576 (effective August 1, 1975) authorized the Commissioner of Education to enter into a contract with the University of Vermont under which the university would reserve between 10 and 20 places in its medical school for New York State residents and the Commissioner would pay the university the cost of instructing these students in excess of federal aid and of the tuition paid by the students. New York State residents who accept placement under this program must agree to practice for at least 3 years in New York State in an area designated by the Commissioner as having a physician shortage.

Nonvoting Student Trustees

Chapter 587 (effective August 1, 1975) amends subdivision 1, 2, and 5 of section 353 of the Education Law to provide for the addition of one nonvoting, student member to the board of trustees of the State University; the council of each State-operated institution of the State University, other than State institutes of applied arts and sciences; the Board of Higher Education in the City of New York; and the board of trustees of each community college, except in the City of New York.

N. Y. U. Dental School Facilities

Chapter 636 (effective August 5, 1975) enacts an unconsolidated law authorizing the Commissioner of Education to contract with New York University for a supplemental grant of not to exceed $3,000,000 for construction of dental education facilities. The Federal government has authorized a grant of $8,000,000 to New York University for a proposed new dental education facility. The State, under contract authorizations going back to 1971, would make a basic capital grant of $5,000,000 available to New York University. The additional grant of $3,000,000 raises the State commitment to the level of the Federal commitment. The University has additional funds available from private sources to meet the total cost of the facility, estimated at slightly more than $20,000,000.

War Service Scholarships

Chapter 645 (effective July 1, 1975) amends subdivision 5 of section 605 of the Education Law to provide 600 new war service scholarships starting with the college year 1975-76.

Capital Costs of Community Colleges

Chapter 646 (effective September 1, 1975) amends subdivision 2 and 4 of section 6305 of the Education Law relating to the charging of allocable capital costs of local sponsors to nonresident students, or their counties of residence, attending community colleges. A sum not to exceed $300, to be determined and approved each year by the State University Trustees, is to be charged to each nonresident student. Where the communities in which these nonresident students reside have elected to pay an appropriate share or expenses involved in the community college program, this additional sum on account of capital costs is to be charged to the participating communities.

Scholarship Citizenship Requirements Waived for Some Aliens

Chapter 663 (effective July 1, 1975) amends subdivision 3 of section 661 of the Education Law to make aliens admitted into the United States under the parole authority of the Attorney General of the United States eligible for State awards even though they are not citizens or have not made application for citizenship or have not affirmed intention to become citizens.

Queens Medical College

Chapter 813 (effective August 9, 1975) authorizes the creation of a temporary State commission to formulate a plan for the creation of a public medical college in Queens and to deal with proposals for a statewide system of public medical colleges, based upon the Queens model.

T.A.P. Amendments

Chapter 844 (effective July 1, 1975) amends sundry provisions of the Education Law and chapter 942 of the Laws of 1974 to make various technical corrections and administrative improvements in the higher education student financial aid and loan programs, and enacts certain substantive changes:

1. Students in diploma or certified programs in degree-granting private business colleges will be eligible for tuition assistance if such programs are fully creditable towards degree programs.
2. Provision for allocation of Regents College Scholarships by high school is reinstituted.
3. Those who graduated from high school prior to January 1, 1974 are made eligible for category II benefits if they did not start college prior to July 1, 1974.

Auburn Community College

Chapter 284 (effective June 24, 1975) provides for the transfer of the sponsorship of Auburn Community College from the Enlarged City School District of the City of Auburn to the County of Cayuga. Such transfer is in accordance with an amendment to the master plan for the State University of New York which was approved by the Board of Regents in March, 1975 and by the Governor on April 16, 1975.

Fashion Institution of Technology

Chapter 356 (effective July 1, 1975) amends section 6302 of the Education Law to authorize the Fashion Institute of Technology to offer those baccalaureate programs authorized under the State Master Plan and approved by the trustees of the State University of New York. In March of 1975 the Board of Regents approved an amendment to the State University of New York Master Plan to authorize the Fashion Institute of Technology to Offer certain baccalaureate programs, subject to enactment of the required statutory authority.

LEGISLATION AFFECTING THE PROFESSIONS

Endorsement of Foreign Nursing Licenses

Chapter 37 (effective April 22, 1975) adds a new subdivision 3 to section 6909 of the Education Law to require applicants, who applied prior to August 31, 1971 for licensure as a registered professional nurse or as a licensed practical nurse on the basis of endorsement of a foreign license, to submit evidence of completion of all educational requirements prior to September 1, 1977. Applicants who fail to submit such evidence will be required to successfully complete the appropriate licensing examination.

Operation of Professional Schools

Chapter 102 (effective May 20, 1975) amends subdivision 3 of section 6505 of the Education Law to permit institutions not chartered by the Regents or previously incorporated by special act to offer educational programs for the licensed professions if specifically authorized by the Regents to do so.

Medical Malpractice

Chapters 109, 476 and 477 amends various statutes dealing with medical malpractice. The Public Health Law is amended, effective July 1, 1975, in relation to limiting medical malpractice actions based on lack of informed consent. The Insurance Law is amended, effective July 1, 1975, in relation to the reporting of medical malpractice claims. The Civil Practice Law and Rules is amended, effective July 1, 1975, to provide that actions for medical malpractice be commenced within 2 1/2 years, to require expert medical testimony to support such actions and to allow admissibility of collateral sources of payment. The Judiciary Law is amended, effective July 1, 1975, in relation to medical malpractice panels and making the panels' recommendation admissible in a trial. The Insurance Law and the Workmen's Compensation Law are amended, effective May 21, 1975, to authorize the establishment of a medical malpractice insurance association and a medical and hospital malpractice fund to provide medical malpractice insurance in the State. The Public Health Law is amended, effective September 1, 1975, to authorize the establishment of a State board for medical conduct within the Department of Health to investigate and hold hearings on charges of professional misconduct in medicine. The Education Law is amended, effective September 1, 1975, to provide that investigations and hearings concerning alleged professional misconduct by physicians will be under the jurisdiction of the Department of Health, and that the Board of Regents shall receive the recommendations of the Commissioner of Health and shall determine guilt and assess the penalty.

Fifth Pathway

Chapter 122 (effective May 27, 1975) amends subdivision (a) of section 6528 of the Education Law to provide that applicants for licensure to practice medicine under the Fifth Pathway need only be a resident, rather than a citizen, of the United States at the time of enrolling in a medical school outside the United States.

Physician's Associates

Chapter 210 (effective June 17, 1975) amends various sections of the Education Law and the Public Health Law to substitute the term "physician's assistant" for the term "physician's associate" wherever it appears.

Occupational Therapy

Chapter 779 (effective April 1, 1976) adds a new Article 156 to the Education Law to provide for the licensure of occupational therapists. A State Board for Occupational Therapy is authorized to be appointed by the Regents and requirements are established for licensure and limited permits. Individuals may be licensed without examination who have 3 years of satisfactory experience in occupational therapy and a bachelor's degree or its equivalent in occupational therapy on April 1, 1976, provided they submit an application within 6 months of that date.

Podiatry Continuing Education

Chapter 830 (effective August 9, 1975) defers the effective date of Chapter 289 of the Laws of 1972, which added subdivision 9 to section 7004 of the Education Law to require continuing education in podiatry, until September 1, 1977.

Acupuncture

Chapter 842 (effective August 9, 1975) amends chapter 959 of the Laws of 1974 to eliminate the requirement that acupuncture must be performed under medical supervision, and requires the Board of Regents to establish licensing procedures for individuals to practice acupuncture who are not licensed to practice medicine or dentistry but who have practiced acupuncture for at least 10 years and who have an acceptable license to practice acupuncture from another state or foreign country.

1976 Legislation

HIGHER EDUCATION

Investments of SUNY Trustees

Chapter 34 (effective March 12, 1976) adds a new section 355-b to the Education Law to authorize investment of State University gift, grant, bequest and endowment funds in obligations of the State of New York, the New York State Housing Finance Agency and the Dormitory Authority of the State of New York. The limit on the percentage of such obligations which may be owned by the State University trustees is removed and the credit worthiness of the State of New York is made an appropriate factor for the State University trustees to consider in making investments.

CUNY Financing

Chapters 345 and 346 (effective June 17, 1976, CUNY except sec. 4 and 5 effective September 1, 1976 and sec. 6 Financing and 12 effective July 1, 1976) amend various statues as follows:

sec. 1 enacts legislative findings.

sec. 2 amends chapter 53 of the laws of 1976 (the local Assistance Budget) to increase appropriations for CUNY, including Medgar Evers College and South Bronx facility of the Eugenio Maria de Hostos educational unit.

sec. 3 requires the City of New York to allocate $160,500,000 for CUNY as operating aid during the 1976-77 fiscal year.

sec. 4 adds sec 6221 to the Education Law in relation to CUNY community college budget process.

sec. 5 adds sec. 6222 to the Education Law in relation to CUNY senior college budget process.

sec. 6 adds sec. 6217 to the Education Law in relation to admission of nonresidents to CUNY community colleges and sec. 6218 in relation to admission of nonresidents to CUNY community colleges and sec. 6218 in relation to admission of nonresidents to CUNY senior colleges

sec. 7 requires CUNY to implement a program of full opportunity in community colleges under Education Law, sec. 6304, subdivision 1, paragraph a for the 1976-77 fiscal year and to expand opportunities for educationally and economically disadvantaged under chapter 917 of the Laws of 1970.

sec. 8 requires the Board of Higher Education to submit a detailed financial plan, to restrict expenditures and to restrict closing of units.

sec. 9 provides for development of a plan for SUNY and CUNY and implementation of such plan.

sec. 10 authorizes the City of New York to establish a supplemental postsecondary school tuition assistance program for resident students.

sec. 11 terminates the terms of members of the Board of Higher Education effective June 30, 1976.

sec. 12 repeals section 6202 of the Education Law and enacts a new section 6202 providing for appointment of a fifteen-member Board of Higher Education, seven appointed by the Governor, seven by the Mayor and one to be chosen by the other fourteen. Terms of such members are to end June 30, 1979.

sec. 13 relates to appointments by the Governor.

sec. 14 creates a Temporary State Commission on the Future of Postsecondary Education in New York State.

sec. 15 of chapter 345 and sec. 10 of chapter 346 are severability clauses.

Financing Community College Construction

Chapter 725 (effective July 24, 1976) amends section 6304 of the Education Law to permit the sponsors of community colleges to finance the entire cost of capital construction and be reimbursed at a later date. The purpose of the amendment is to enable the completion of various construction projects which have been delayed during the past year for fiscal reasons.

Advanced Standing for Veterans

Chapter 730 (effective July 24, 1976) amends subdivision 2 of section 355 and adds a new subdivision 12 to section 5202 of the Education Law to require SUNY and CUNY to provide standards for granting advanced standing to veterans who have successfully completed United States Armed Forces Institute or other comparable course work.

Advertising Regulated

Chapter 733 (effective September 1, 1976) amends subdivision 2 of section 224 of the Education Law to prohibit the advertising or offering of a college degree, except with the prior written approval of the State Education Department, unless the program is registered with the State Education Department or the institution is accredited by a regional accrediting commission recognized by the United States Commissioner of Education.

Purchases by Postsecondary Institutions

Chapter 734 (effective July 24, 1976) adds a new section 6404 to the Education Law to authorize postsecondary institutions chartered by the Regents or by special act of the legislature to make purchases pursuant to contracts let by the State Division of Standards and Purchase in the Office of General Services, subject to rules established under section 163 of the State Finance Law.

Appropriation for Admission Services

Chapter 865 (effective July 26, 1976) appropriates $100,000 for contracts between the Commissioner of Education and the Commission on Independent Colleges and Universities for part of the operating expenses of the admission, referral and information center of that Commission during the year beginning July 1, 1976.

Commission on Independent Colleges and Universities

Chapter 866 (effective July 26, 1977) appropriates the sum of $40,000 to the State Education Department to permit the Department to contract with the Commission on Independent Colleges and Universities to assist the Commission to carry out its responsibilities in connection with the 1976 master plan for higher education in the State, as required by the Education Law.

Sackler School of Medicine

Chapter 884 (effective July 26, 1976) amends chapter 576 of the Laws of 1975 to authorize the Commissioner of Education to contract with the Sackler School of Medicine of the University of Tel Aviv for the medical education of from 20 to 40 New York residents in each class. New York State residents attending the Sackler School of Medicine pursuant to such a contract will be obligated either to render three years of service following completion of the medical school program in an underserved area of this State, or to reimburse the State in the full amount paid to the Sackler School of Medicine.

Enrollment Expansion Aid for Medical and Dental Schools

Chapter 885 (effective July 26, 1976, in part) is intended to encourage medical and dental schools in New York State to provide additional places for New York State residents. It does so in two ways:

1. It provides (effective April 1, 1976) additional aid up to $6,000 to non-public medical and dental schools for the enrollment in the upper division of each additional New York resident who graduated from the biomedical program of CUNY or who transfers from a foreign medical school, and who has passed a qualifying examination. $90,000 is appropriated for this purpose.

2. A new section 6403 (effective July 1, 1977) is added to the Education Law which would reduce State aid based on the attendance of nonresident first year medical and dental students, where such students totaled more than 35 percent of the first year class during 1977-78 and 30 percent of such class during 1978-79 and thereafter.

NYHESC

Chapter 886 (effective August 1, 1976) amends sections 680 and 683 of the Education Law to expand the authority of the Higher Education Services Corporation to guarantee loans to New York State residents attending medical and dental schools. It provides for loans in an additional amount not to exceed $2,500 a year or $10,000 in total.

SUNY Regional Hearings

Chapter 957 (effective July 27, 1976) amends section 353 of the Education Law to require the board of trustees of the State University of New York to hold four regional public hearings each year.

LEGISLATION AFFECTING THE PROFESSIONS

Speech Pathology and Audiology

Chapter 108 (effective April 6, 1976) amended the master's degree requirement for applicants for licensure as speech pathologists or audiologists and the requirement of an American Speech and Hearing Association certificate of clinical competence for "grandfather" applicants in speech pathology, to provide for equivalent qualifications satisfactory to the Department, in accordance with Regulations of the Commissioner.

Speech Pathology and Audiology

Chapter 255 (effective June 1, 1976) amends the "grandfather" licensing provision for speech pathologists and audiologists to authorize licensure of candidates who had been working or employed as practitioners or teachers of speech pathology for two years prior to June 1, 1976, in accordance with Regulations of the Commissioner, whether or not they were so employed or working on that day.

Physician's Assistants

Chapter 286 (effective June 8, 1976) protects registered physician's assistants from liability for ordinary negligence for emergency treatment rendered at the scene of an accident.

Chiropractors

Chapter 418 (effective June 21, 1976) provides for the inclusion of chiropractors on certain institutional health service review committees and on similar committees of a local, county or State society, and protects such chiropractors from liability for damages for recommendations made by them, without malice, while serving on such committees.

Animal Health Technicians

Chapter 539, as amended by Chapter 542, (effective October 1, 1975) provides for the licensing of animal health technicians who may perform certain functions within the field of veterinary medicine and under the supervision of a licensed veterinarian.

Massage

Chapter 685 (effective August 23, 1976) amends Article 155 of the Education Law relating to the practice of massage, and prohibits such practice by unlicensed persons, with certain statutory exceptions. The bill does not provide for the "grandfathering" of present unlicensed practitioners or provide any authority for the continuation of practice by such persons after August 23, 1976. This bill does not affect the right of other licensed health practitioners to perform acts which come within the definition of the practice of massage.

Medical and Dental School Grants

Chapter 885 (effective mainly July 1, 1977) encourages the enrollment of New York residents in medical and dental schools in this State by reducing the grants otherwise available to schools which enroll more than 35 percent nonresident students in the first year classes in the academic year commencing after July 1, 1977 or more than 35 percent in subsequent years. The chapter also codifies the grant program previously implemented by contract to encourage the enrollment in upper classes of qualified New York residents who have attended foreign schools or the City University of New York's biomedical programs.

Medical and Dental Student Loans

Chapter 886 (effective August 1, 1976) provides for additional loan guarantees for New York residents attending medical or dental schools, up to a maximum of $2,500 per year and $10,000 in all, and provides for the repayment of such loans over a maximum period of ten years.

APPENDIX D

AUTHORIZED DEGREES & ACADEMIC PROGRAMS OF THE CITY UNIVERSITY OF NEW YORK BY CONSTITUENT UNIT

Community Colleges:

Borough of Manhattan: A.A., A.S., A.A.S.
Bronx: A.A., A.S., A.A.S.
Hostos: A.A., A.S., A.A.S.
Kingsborough: A.A., A.S., A.A.S.
LaGuardia: A.A., A.S., A.A.S.
Medgar Evers: A.A., A.S., A.A.S., B.A., B.S.
New York City: A.A., A.S., A.A.S.
Queensborough: A.A., A.S., A.A.S.

Senior Colleges:

Bernard M. Baruch: B.A., B.B.A., B.S. in Ed., M.B.A., M.P.A., M.S. in Ed.
Brooklyn: B.A., B.S., M.A., M.S., M.B.A., M.F.A., M.S. in Ed.
City: B.A., B.S., B.E., B.Arch., B.F.A., B.Tech., B.S. in Ed., M.A., M.S., M.E., M.F.A., M.U.P., M.S. in Ed.
City University School of Law at Queens College*: J.D.
College of Staten Island: A.A., A.S., A.A.S., B.A., B.S., M.A., M.S., M.S. in Ed.
Hunter: B.A., B.S., B.F.A., M.A., M.S., M.S.W., M.S. in Ed., M.U.P.
John Jay: A.A., A.S., B.A., B.S., M.A., M.S., M.P.A.
Herbert H. Lehman: B.A., B.S., B.F.A., M.A., M.S., M.F.A., M.S. in Ed.
Queens:* B.A., Mus.B., M.A., M.F.A., M.L.S., M.S. in Ed.
York: B.A., B.S.
University Graduate Center: B.A., B.S., M.A., Ph.D., D.S.W.

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* Although the law school has master plan approval, it is not yet operational.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Certificate

- Bookkeeping
- Building Maintenance
- Business Education
- Business Machines
- IBM Keypunch
- Stenography
- Television & Radio Repair
- Typewriting

Associate in Arts (A.A.)

- Business Administration
- Education Assistant
- Government Administration
- Liberal Arts
- Library Technology
- Recreation Leadership
- Social Service
- Urban Planning

Associate in Applied Science (A.A.S.)

- Accounting
- Advertising
- Banking & Finance
- Community Mental Health Assistant
- Data Processing
- Marketing
- Medical Emergency Technology
- Medical Record Technology
- Nursing
- Respiratory Therapy Technology
- Secretarial Science
    - Bilingual
    - Executive
    - Legal

BRONX COMMUNITY COLLEGE

Associate in Arts (A.A.)

- Bookkeeping & Accounting
- Engineering Science
- Liberal Arts & Sciences
- Secretarial Studies

Associate in Science (A.S.)

- Business Administration
- Liberal Arts & Sciences

Associate in Applied Science (A.A.S.)

- Accounting
- Chemical Technology
- Data Processing - Input Operations
- Education Assistant
- Electrical Technology
- Marketing Management, Sales
- Mechanical Technology
- Medical Laboratory Technology
- Nursing
- Performing Arts - Music
- Plastics Technology
- Pre-Pharmacy
- Programming & Systems
- Secretarial Science - Medical
- Secretarial Studies

HOSTOS COMMUNITY COLLEGE

Certificate

- Inhalation Therapy

Associate in Arts (A.A.)

- Business Administration
- Humanities - Social Science

Associate in Science (A.S.)

- Mathematics - Science

Associate in Applied Science (A.A.S.)

- Accounting
- Civil & Public Service
- Dental Hygiene
- Early Childhood Education
- Medical Laboratory Technology
- Nursing
- Radiologic Technology
- Secretarial Science
  - Executive
  - Medical

KINGSBOROUGH COMMUNITY COLLEGE

Certificate

- Food Marketing - Management Training

Associate in Arts (A.A.)

- Liberal Arts & Science

Associate in Science (A.S.)

- Biology
- Chemistry
- Computer Science
- Fine Arts
- Mathematics
- Performing Arts - Music
- Physics
- Pre-Physical Therapy
- Theatre Arts

Associate in Applied Science (A.A.S.)

- Accounting
- Banking
- Business Administration
- Child Care Worker
- Civil and Public Service
- Community Mental Health Assistant
- Data Processing
- Education Associate
- Industrial and Labor Relations
- Insurance
- Nursing
- Real Estate
- Recreation Leadership
- Retail Business Management
- Secretarial Science
  - Executive
  - Legal
  - Medical
  - School

LA GUARDIA COMMUNITY COLLEGE

Associate in Arts (A.A.)

- Education Associate
- Social Science & Humanities

Associate in Science (A.S.)

- Business Administration
- Business - Health Services Technology
- Mathematics and Science
- Occupational Therapy Assistant

Associate in Applied Science (A.A.S.)

- Accounting
- Business Management-Precision Technology
- Machine Operations
- Office Management
- Programming & Systems
- Secretarial Science
  - Executive
  - Legal

MEDGAR EVERS COLLEGE

Associate in Arts (A.A.)

- Liberal Arts

Associate in Science (A.S.)

- Public Administration
- Sciences

Associate in Applied Science (A.A.S.)

- Nursing
- Secretarial
  - Executive
  - Legal
  - Medical

Bachelor of Arts (B.A.)

- Inner-City Studies
- Psychology

Bachelor of Science (B.S.)

- Accounting
- Biology
- Business
- Nursing
- Public Administration

Teacher Education Programs

Elementary Education, N-6 B.S.

NEW YORK CITY COMMUNITY COLLEGE

Certificate

Apparel Processing
Audio-Visual Aid Technician
Automotive Air Conditioning
Automotive Technology
Building Inspective Service
Civil Service Preparation
Data Processing & Console Operation
Developing College Skills Program
Diesel Engines & Diesel Labs
Driving Instructors Education
Electronics
Electronics Engineer Technology
Environmental Control Technology
Fuel Systems & Labs
Hearing Aid Dispensing
Heating, Air Conditioning & Refrigeration
Hospital Food Service Supervision
Hospital Management
Joint Business Program with Kingsborough Community College
Keypunch Operation
Lithographic Camera
Lithographic Management
Lithographic Platemaking & Special Processes
Lithographic Press
Lithographic Stripping
Machine Tools Technology
Machine Transcriber
Mechanical Drafting
New York State Department of Commerce Public Service Career
Numerical Control
Nursing Home Administration
Office Business Training Program
Offset Duplication
Pest Control Operations
Printing Ink Technician
Radio & Television Repair
Sanitation Management
Welding

Associate in Arts (A.A.)

Liberal Arts & Science

Associate in Science (A.S.)

- Industrial Arts Technology
- Liberal Arts & Science

Associate in Applied Science (A.A.S.)

- Accounting
- Advertising Art & Design
- Automotive Technology
- Chemical Technology
- Civil Technology
- Community Service Assistant
- Construction Technology
- Culinary Arts
- Data Processing
- Dental Hygiene
- Dental Laboratory Technology
- Design & Drafting
- Education Associate
- Electrical Technology
- Electro-Mechanical Technology
- Electronics Engineer Technology
- Environmental Control Technology
- Fire Protection Technology
- Graphic Arts & Advertising Technology
- Hotel & Restaurant Management
- Lithographic Offset Technology
- Machine Tools Technology
- Marketing Management, Sales
- Mechanical Technology
- Medical Laboratory Technology
- Nursing
- Opthalmic Dispensing
- Retail Business Management
- Secretarial Science
  - Executive
  - Legal
  - Medical

QUEENSBOROUGH COMMUNITY COLLEGE

Associate in Arts (A.A.)

- Liberal Arts & Science

Associate in Science (A.S.)

- Business Administration
- Liberal Arts & Science
- Pre-Engineering
- Public Health Technology-Environmental Health Science

Associate in Applied Science (A.A.S.)

- Accounting
- Computer Technology
- Data Processing
- Design Drafting Technology
- Electronics Technology
- Management
- Mechanical Technology
- Medical Laboratory Technology
- Nursing
- Secretarial Science

BERNARD M. BARUCH COLLEGE

Bachelor of Arts (B.A.)

- Economics
- English
- Hebrew
- History
- Liberal Arts
- Mathematics
- Music
- Philosophy
- Political Science
- Psychology
- Religion and Culture
- Sociology
- Spanish
- Statistics

Bachelor of Business Administration (B.B.A.)

- Accounting
- Economics
- Finance and Investments
- Industrial Psychology
- Management
- Marketing
- Office Management and Secretarial Studies
- Public Administration
- Statistics

Bachelor of Business Administration-Master of Business Administration (B.B.A. - M.B.A.)

- Computer Methodology
- Operations Research
- Statistics

Master of Business Administration (M.B.A.)

- Accounting
- Business Administration and Policy
- Computer Methodology
- Economics
- Finance and Investments
- Health Care Administration
- Industrial Psychology
- International Business
- Management
- Management for Engineers
- Marketing
- Operations Research
- Statistics
- Taxation

Master of Public Administration (M.P.A.)

- Health Care Administration
- Public Administration

Teacher Education Programs

School Administrator & Supervisor	M.S. in Ed.
Special Education	B.S. in Ed.
Elementary Teacher, N-6	B.S. in Ed.
Secondary Academics, 7-12	
English	B.A., B.S. in Ed.
Mathematics	B.A., B.S. in Ed.
Social Studies	B.A., B.S. in Ed.
Spanish	B.A., B.S. in Ed.
Business	B.S. in Ed., M.S. in Ed.
Business & Distributive Education	B.B.A., B.S. in Ed., M.S. in Ed.
Teaching of Business Subjects	B.B.A.

BROOKLYN COLLEGE

achelor of Arts (B.A.)

- Afro-American Studies
- American Studies
- Anthropology
- Archaeology
- Area Studies
- Art
- Biology
- Chemistry
- Classical Civilization
- Classical Languages
- Comparative Literature
- Dance
- Economics
- English

Film Studies
French
Geology
German
Hebrew
History
Home Economics
Italian
Judaic Studies
Linguistics
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Puerto Rican Studies
Russian
Sociology
Spanish
Television & Radio
Theatre
Urban Administration & Computer Information Science
Urban Studies
Women's Studies

Bachelor of Science (B.S.)

Accounting
Biology
Chemistry
Computational Mathematics
Computer & Information Science
Dance
Film Studies
Geology
Interdepartmental Major in the School of Science
Mathematics
Music (Composition)
Music (Performance)
Physical Education
Physics
Psychology

Bachelor of Arts - Master of Arts (B.A.-M.A.)

Biology
Chemistry
Physics

Bachelor of Science - Master of Business Administration (B.S.-M.B.A.)

Economics - Computer Information

Master of Arts (M.A.)

Anthropology
Art History
Biology
Chemistry
Classics
Comparative Literature
Economics
English
French
Geology
German
History
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Urban Administration & Computer Information Science

Master of Fine Arts (M.F.A.)

Art
Creative Writing
Theatre

Master of Science (M.S.)

Physical Education

Teacher Education Programs

School Administrator & Supervisor	Advanced Certificate
Elementary Teacher, N-6	B.A., M.S. in Ed.
Special Education	B.A., M.S. in Ed.
Speech & Hearing Handicapped	B.A., M.S. in Ed.
Secondary Academics, 7-12	
Biology	B.A., B.S., M.A.
Chemistry	B.A., B.S., M.A.
Earth Science	B.A., B.S., M.A.
English	B.A., M.A.
French	B.A., M.A.
German	B.A.
Hebrew	B.A.
Italian	B.A.
Latin	B.A.
Mathematics	B.A., B.S., M.A., M.S.
Physics	B.A., B.S., M.A.
Russian	B.A.
Social Studies	B.A., M.A.
Spanish	B.A., M.A.

Art	B.A., M.A.
Health	B.A., B.S., M.S.
Home Economics	B.A., B.S., M.S.
Music	B.A., M.A.
Physical Education	B.S., M.S.
School Counselor	M.S., Advanced Certificate, M.S. in Ed.
School Psychologist	M.S. in Ed.
Speech	B.A., M.A., M.S.

CITY COLLEGE

Bachelor of Arts (B.A.)

- American Studies
- Anthropology
- Area Studies - Asian-Latin American-Russian
- Area Studies - Black-Puerto Rican-Jewish
- Art
- Biology
- Chemistry
- Classics
- Comparative Literature
- Economics
- English
- Geography
- Geology
- German
- Greek
- Hebrew
- History
- Latin
- Linguistics
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Pre-Law
- Psychology
- Romance Languages - French, Italian, Spanish
- Russian
- Sociology
- Speech
- Theatre Arts
- Urban Legal Studies

Bachelor of Science (B.S.)

- Architecture
- Biology
- Chemistry
- Computer Science
- Geography

Geology
Landscape Architecture
Mathematics
Nursing
Oceanography
Physics
Psychology
Technical Urban Problems

Bachelor of Architecture (B.Arch.)

Architecture

Bachelor of Engineering (B.E.)

Chemical
Civil
Electrical
Mechanical

Bachelor of Fine Arts (B.F.A.)

Performing Arts

Bachelor of Technology (B.Tech.)

Electro-Mechanical Technology

Bachelor of Arts - Master of Arts (B.A.-M.A.)

4-year B.A.-M.A. in Economics
4-year B.A.-M.A. in English
4-year B.A.-M.A. in Mathematics

Master of Arts (M.A.)

Art
Biochemistry
Biology
Chemistry
Classics
Comparative Literature
Creative Writing
Economics
English
Geology
German
History
International Relations
Mathematics
Medieval & Renaissance Studies
Music
New York Area Studies
Philosophy

Physics
Political Science
Psychology
Romance Languages - French, Italian, Spanish
Russian Area Studies
Sociology
Speech
Teaching of College English
Theatre

Master of Science (M.S.)

Computer Science
Engineering Science (Engineering Mechanics, Systems Optimization and Control, Air Pollution Control, other related interdisciplinary engineering options)

Master of Engineering (M.E.)

Chemical
Civil
Electrical
Mechanical
Urban

Master of Fine Arts (M.F.A.)

Performing Arts

Master of Science in Education (M.S. in Ed.)

Educational Research
Social, Historical & Philosophical Foundations of Education

Master of Urban Planning (M.U.P.)

Architecture-Urban Design

Teacher Education Programs

School Administrator & Supervisor	M.S. in Ed., Advanced Certificate
Elementary Teacher, N-6	B.S. in Ed., M.A., M.S. in Ed.
Special Education	B.S. in Ed., M.S. in Ed.
Secondary Academics, 7-12	
Biology	B.A., B.S., B.S. in Ed., M.A.
Chemistry	B.A., B.S., B.S. in Ed., M.A.
Earth Science	B.A., B.S., B.S. in Ed., M.A.
English	B.A., B.S., B.S. in Ed., M.A.
French	B.A., B.S. in Ed., M.A.
Mathematics	B.A., B.S. in Ed., M.A.
Physics	B.A., B.S., B.S. in Ed., M.A.
Social Studies	B.A., B.S., B.S. in Ed., M.A.
Spanish	B.A., B.S. in Ed., M.A.

Art	B.A., B.S., B.S. in Ed., M.A.
Environmental Education	M.A.
Health	M.S. in Ed.
Industrial Arts	B.S. in Ed., M.S. in Ed.
Music	B.A., B.S., B.S. in Ed.
Physical Education	B.S. in Ed.
School Counselor	M.S. in Ed.
School District Administrator	M.S. in Ed.
School Psychologist	M.S. in Ed.
Speech	B.A.
Trade Shop Subjects	B.S. in Ed., M.S. in Ed.

COLLEGE OF STATEN ISLAND
Lower Division
(formerly Staten Island Community College)

Certificate

- Dental Assisting
- Industrial Management
- Manufacturing Technology
- Medical Assistant
- Medical Transcriber

Associate in Arts (A.A.)

- Liberal Arts & Sciences

Associate in Science (A.S.)

- Engineering Science
- Liberal Arts & Sciences
- Science Laboratory Technology

Associate in Applied Science (A.A.S.)

- Applied Language Studies
- Business-Accounting
- Business
- Child Care
- Civil Technology
- Computer Technology
- Education Associate
- Electrical Technology
- Electro-Mechanical Technology
- Industrial Technology-Management Engineering
- Mechanical Technology
- Medical Laboratory Technician
- Nursing
- Orthopedic Assistant

Upper Division
(formerly Richmond College)

Bachelor of Arts (B.A.)

African & Afro-American Studies
American Studies
Anthropology
Art
Comparative Literature
Cinematography
Economics
English
European Studies
General Humanities
History
Interdivisional Programs
Music
Philosophy
Political Science
Psychology
Romance Languages
Science, Letters, and Society
Sociology
Urban Community Studies
Women Studies

Bachelor of Science (B.S.)

Art
Biology
Chemistry
Dramatic Arts
Economics
Engineering Science
Environmental Health Science
Interdisciplinary Combinations in Science
Interdivisional Programs
Mathematics
Medical Technology
Music
Physics

Master of Arts (M.A.)

Cinema Studies
English
Environmental Science
History
Polymer Chemistry

Teacher Education Programs

School Administrator & Supervisor	Advanced Certificate
Elementary Teacher, N-6	B.A., M.S. in Ed.
School Counselor	M.S. in Ed.
Secondary Education	B.A.
Special Education	M.S. in Ed.
Secondary Academics, 7-12	
Biology	B.A., M.S.
Chemistry	B.A., M.S.
English	B.A., M.S.
French	B.A., M.S.
Mathematics	B.A., M.S.
Physics	B.A., M.S.
Social Studies	B.A., M.S.
Spanish	B.A., M.S.

HERBERT H. LEHMAN COLLEGE

Bachelor of Arts (B.A.)

Accounting
American Studies
Anthropology
Art
Biology
Black Studies
Chemistry
Dance Education
Economics
English
French
Geography
Geology
German
Greek
Greek and Latin
Health and Physical Education
Hebrew
History
Home Economics
Interdepartmental Program in Ancient Civilization of the Mediterranean
Interdepartmental Program in Comparative Literature
Italian
Latin
Linguistics
Mathematics
Middle Eastern Studies
Music
Philosophy
Physical Education (Dance)
Political Science
Psychology
Puerto Rican Studies

Romance Languages
Russian
Self Determined Studies
Sociology
Spanish
Speech and Theatre

Bachelor of Science (B.S.)

Accounting "4-year"
Accounting "6-year"
Chemistry
Home Economics
Interdepartmental Concentration in Anthropology
Music
Nursing
Physics
Recreation Education
Self-Determined Studies

Bachelor of Fine Arts (B.F.A.)

Dance Theatre

Master of Fine Arts (M.F.A.)

Art

Master of Arts (M.A.)

Art
Biology
English
English Literature
History
Mathematics
Speech & Theatre

Master of Science (M.S.)

Psychiatric Nursing

Teacher Education Programs

Elementary Education, N-6	B.A., B.S., M.S. in Ed.
Special Education	M.A.
Speech & Hearing Handicapped	M.A.
Secondary Academics, 7-12	
Biology	B.A., M.A.
Chemistry	B.A.
Earth Science	B.A.
English	B.A., M.A.
French	B.A.

German	B.A.
Hebrew	B.A.
Italian	B.A., M.A.
Latin	B.A.
Mathematics	B.A., M.A., M.S. in Ed.
Physics	B.A.
Russian	B.A.
Social Studies	B.A., M.A.
Spanish	B.A., M.A.
Art	B.A., M.A.
Business	B.A.
Health	B.A., M.S. in Ed., M.A.
Home Economics	B.A., M.A.
Music	B.A.
Physical Education	B.A., M.A., M.S. in Ed.
Recreation	B.A., M.A., M.S. in Ed.
School Counselor	M.A., M.S. in Ed.
Speech	B.A., M.A.

HUNTER COLLEGE

Bachelor of Arts (B.A.)

- Anthropology
- Archaeology
- Archaeology (Interdepartmental)
- Art
- Art History
- Biology (Biological Sciences)
- Black & Puerto Rican Studies
- Business Education
- Chemistry
- Chinese Language & Literature
- Classical Studies
- Communications
- Communication Sciences
- Comparative Literature
- Computer Science
- Dance
- East Asian Studies
- Economics
- Economics and Business Administration
- English Language Arts
- Environmental Science Studies
- French
- Geography
- Geology
- German
- Greek
- Health Education
- Hebrew
- History
- Home Economics
- Humanities

- Inter-American Affairs
- International Affairs
- Italian
- Jewish Social Studies
- Latin
- Latin & Greek
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Romance Languages
- Russian
- Sociology
- Spanish
- Special Honors Program
- Statistics
- Theatre & Cinema
- Urban Studies
- Women's Studies

Bachelor of Science (B.S.)

- Accounting
- Community Health Education
- Environmental Health Education
- Home Economics
- Medical Computer Science
- Medical Laboratory Science
- Medical Records Administration
- Music
- Nuclear Medicine Therapy
- Nursing
- Physical Therapy

Bachelor of Fine Arts (B.F.A.)

- Art

Bachelor of Arts - Master of Arts (B.A.-M.A.)

- Anthropology
- Economics
- English
- History
- Mathematics
- 4-year B.A.-M.A. in Music
- Physics

Master of Arts (M.A.)

- Anthropology
- Art
- Art History
- Biochemistry
- Biology (Biological Sciences)
- Chemistry
- College Counseling and Student Development
- Communications
- Communication Sciences
- Comparative Literature
- Economics
- English Literature
- French
- Geology
- History
- Italian
- Linguistics
- Mathematics
- Music
- Music - Ethnomusicology
- Philosophy
- Physics
- Political Science
- Psychology
- Russian Area Studies
- Sociology
- Spanish
- Teaching English as a 2nd Language
- Theatre & Cinema
- Urban Affairs

Master of Urban Planning (M.U.P.)

- Urban Planning

Master of Social Work (M.S.W.)

- Social Work

Master of Science (M.S.)

- Community Health Education
- Dance Therapy
- Environmental Health Science
- Nursing
- Nutrition
- Social Research
- Urban Affairs

Certificate (Advanced)

- Museum Administration

Teacher Education Programs

School Administrator & Supervisor	Advanced Certificate
Elementary Teacher, N-6	B.A., M.S. in Ed.
Rehabilitation Counseling	M.S. in Ed.
Speech & Hearing Handicapped	B.A., M.A.
Special Education	M.S. in Ed.
Teachers of the Blind & Visually Handicapped	M.S. in Ed.
Teachers of the Deaf	M.S. in Ed.
Secondary Academics, 7-12	
Biology	B.A., M.A.
Chemistry	B.A., M.A.
Earth Science	B.A., M.A.
English	B.A., M.A.
French	B.A.
German	B.A., M.A.
Greek	B.A., M.A.
Hebrew	B.A., M.A.
Italian	B.A., M.A.
Latin	B.A., M.A.
Mathematics	B.A., M.A.
Physics	B.A., M.A.
Russian	B.A., M.A.
Social Studies	B.A., M.A.
Spanish	B.A., M.A.
Art	B.A., M.A.
Business	B.A., M.S. in Ed.
Health	B.A., M.S. in Ed.
Home Economics	B.S., M.S. in Ed.
Music	B.S., M.A.
Physical Education	B.A., M.S. in Ed.
School Counselor	M.S. in Ed.
Speech	B.A., M.S. in Ed.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Certificate

Promotion & Career Training

Associate in Arts (A.A.)

Liberal Arts

Associate in Science (A.S.)

Correction Administration
Government & Administration
Police Science
Private Security

Bachelor of Arts (B.A.)

- American Studies
- Art & Languages
- Behavioral Sciences
- Black & Puerto Rican Studies
- Community Relations & Community Organization
- Criminal Justice
- Economics
- English
- Fire Service Administration
- Government
- History
- Humanities
- Psychology
- Social Sciences
- Sociology

Bachelor of Science (B.S.)

- Chemistry
- Criminal Justice
- Criminal Justice Administration & Planning
- Environmental Studies
- Fire Science & Administration
- Forensic Science
- Mathematics
- Police Science
- Social Services

Master of Arts (M.A.)

- Criminal Justice
- Psychology
- Social Relations

Master of Science (M.S.)

- Forensic Science

Bachelor of Arts - Master of Public Administration (B.A.-M.P.A.)

- Public Administration

Master of Public Administration (M.P.A.)

- Public Administration

QUEENS COLLEGE

Certificate

- Pre-Engineering

Bachelor of Arts (B.A.)

- Accounting
- American Studies
- Art
- Biology
- Chemistry
- Communication Arts and Science
- Comparative Literature
- Computer Science
- East Asian Studies
- Economics
- English
- French
- Geography
- Geology
- German
- Greek
- Health Education
- Hebrew
- History
- History of Art
- Home Economics
- Individualized Baccalaureate
- Interdisciplinary Major
- Italian
- Latin
- Latin American Area Studies
- Linguistics
- Mathematics
- Music
- Philosophy
- Physics
- Political Science & Government
- Portuguese
- Psychology
- Russian
- Sociology
- Spanish
- Theatre & Dance
- Urban Studies

Bachelor of Music (B.Mus.)

- Music

Bachelor of Arts - Master of Arts (B.A.-M.A.)

- 4-year B.A.-M.A. in Anthropology
- 4-year B.A.-M.A. in Chemistry
- 4-1/2 year B.A.-M.A. in Music
- 4-year B.A.-M.A. in Philosophy
- 4-year B.A.-M.A. in Physics
- 4-year B.A.-M.A. in Political Science

Master of Arts (M.A.)

- Art History
- Biology
- Chemistry
- Classics
- Communication Arts and Sciences
- Comparative Literature
- Computer Science
- Economics
- English
- French
- Geology
- German
- History
- Italian
- Latin-American Area Studies (also leads to a certificate)
- Mathematics
- Music
- Physics
- Political Science & Government
- Portuguese
- Psychology
- Philosophy
- Sociology
- Spanish
- Urban Affairs

Master of Fine Arts (M.F.A.)

- Painting & Sculpture

Master of Library Science (M.L.S.)

- Library Science (also leads to an advanced certificate)

Teacher Education Programs

School Administrator & Supervisor	Advanced Certificate
Elementary Teacher, N-6	B.A., M.S. in Ed.
Special Education	M.S. in Ed.
Speech & Hearing Handicapped	M.A.
Secondary Academics, 7-12	
Biology	B.A., M.S. in Ed.
Chemistry	B.A., M.S. in Ed.
Earth Science	B.A., M.S. in Ed.
English	B.A., M.S. in Ed.
French	B.A., M.S. in Ed.
German	B.A.
Latin	B.A.
Mathematics	B.A., M.S. in Ed.
Physics	B.A., M.S. in Ed.
Social Studies	B.A., M.S. in Ed.

Spanish	B.A., M.S. in Ed.
Art	B.A., M.S. in Ed.
Health	B.A.
Home Economics	B.A., M.S. in Ed.
Music	B.A., M.S. in Ed.
Physical Education	B.S., M.S. in Ed.
School Counselor	M.S. in Ed.
School Media Specialist - Library	M.S. in Ed.
School Psychologist	M.S. in Ed.
Speech	B.A., M.S. in Ed.

YORK COLLEGE

Bachelor of Arts (B.A.)

- Afro-American Studies
- Anthropology
- Biology
- Chemistry
- Economics
- English
- Fine Arts
- French
- German
- History
- Italian
- Mathematics
- Music
- Philosophy
- Physical Education
- Political Science
- Pyschology
- Sociology
- Spanish
- Speech

Bachelor of Science (B.S.)

- Biology
- Chemistry
- Environmental Health Science
- Geology
- Mathematics
- Medical Technology
- Occupational Therapy
- Physics

Teacher Education Programs

Elementary Teacher, N-6	B.S.
Elementary Teacher, N-6 and:	
English 7-9	B.A.
French 7-9	B.A.
Mathematics 7-9	B.A.
Social Studies 7-9	B.A.
Spanish 7-9	B.A.
Secondary Academics, 7-12	
Biology	B.A.
Chemistry	B.A.
Earth Science	B.A.
English	B.A.
French	B.A.
German	B.A.
Italian	B.A.
Mathematics	B.A.
Physics	B.A.
Social Studies	B.A.
Spanish	B.A.
Health	B.A.
Music	B.A.
Physical Education	B.A.

UNIVERSITY GRADUATE CENTER

Bachelor of Arts (B.A.)

CUNY Baccalaureate

Bachelor of Science (B.S.)

CUNY Baccalaureate

Master of Arts (M.A.)

Classical Studies
Comparative Literature
Germanic Languages and Literature

Doctor of Philosophy (Ph.D.)

Anthropology
Art History
Biochemistry
Biology
Biomedical Sciences
Business
Chemistry
Comparative Literature
Economics
Education
Engineering

English Literature
French
Germanic Languages & Literature
History
Linguistics
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Speech & Hearing Sciences
Theatre

Doctor of Social Welfare (D.S.W.)

Social Work

APPENDIX E

Summary of Recommendations Appearing in the Regents 1972 Statewide Plan for the Development of Postsecondary Education and the Regents 1974 Progress Report.

This Appendix provides a summary of the recommendations made in the prior Statewide Plan and the 1974 Progress Report on that plan. Each recommendation is followed by a brief statement of action taken and progress toward achievement of the recommendation. The Appendix is in two sections. The first section covers the recommendations made in the 1972 Statewide Plan including those carried from prior plans. The second section deals with the new recommendations made in the 1974 Progress Report.

I. Recommendations in the 1972 Statewide Plan

UNDERGRADUATE EDUCATION

1. Colleges and universities base admission on desire and need for further education, placing students in programs suited to their capacities.

Comment: The postsecondary rate for New York State's high school graduates, now at 67.3 percent, shows that there is a postsecondary "slot" for virtually all who wish to go on. State and Federal entitlement programs of financial aid have combined to bring most undergraduate full-time education within reach for all but the very poor or at the most expensive, independent, residential institutions.

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2. Colleges and universities offer admission guaranteed to be available for at least three years, grant leaves of absence readily, allow reentry without red tape or penalty, minimize prerequisites and requirements of specific courses and allow more flexible time units for the completion of both course and degree requirements.

Comment: The percentage of students enrolled in college who are older than the traditional college age indicates that institutions are reasonably flexible in their admissions and course requirements. Twenty percent of the full-time, first-time freshmen are not immediate high school graduates (graduated high school in the same year they began college).

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3. Colleges and universities introduce students to the world of work and creativity by incorporating firsthand experience of students' vocational interests in their curriculums through cooperative education, internships, independent study, and research into life situations.

Comment: Cooperative education has become a success for institutions and students involved in this educational experience. The benefits are widely known, particularly by students. Evidence suggests that large numbers of major employers are moving away from their former practice of massive campus recruiting and instead are selecting new employees at the technical and semi-professional levels from among those students who have spent one or more cooperative work periods at that business or corporation.

Consistent with this recommendation, the Regents have incorporated in their 1976 Federal Legislative Brochure a strong statement encouraging increased Federal appropriations to expand cooperative education to more colleges and universities.

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4. Colleges and universities relax existing program structures so that an adult may enter or reenter formal education to achieve specific goals throughout his lifetime.

Comment: This recommendation was discontinued in the 1974 Progress Report because institutions were implementing it under recommendation 2.

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5. Colleges and universities provide educational opportunities for credit which are outside the formal campus via open universities, external degrees, and the use of a variety of educational mass media.

Comment: Types of programs are now being developed in New York to serve the needs of adults and other non-traditional learners that go beyond the techniques mentioned in this recommendation. Many colleges have adopted policies and procedures that will help them serve new clienteles.

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6. Colleges and universities create alternate routes to careers in the various professions which do not depend on courses and degrees.

Comment: This recommendation was discontinued in the 1974 Progress Report. However, the State Education Department has continued to work with professional organizations and institutions to implement this recommendation.

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7. Colleges and universities allow more flexible time units for the completion of both course and degree requirements so that all students are not locked into the same time frame.

Comment: This recommendation was also discontinued in 1974 because it was being implemented under recommendation 2.

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8. A social services corps which would educationally tutor students in such places as inner-city schools and rural communities be established.

Comment: This recommendation has been accomplished through the large number of educational and social agencies that provide tutoring.

9. Colleges grant academic credit and governments extend financial assistance to those who pursue collegiate postsecondary education outside formal institutions. Subsidized loans and Scholar Incentive Awards should be established for a student's social service and for acceptable study proposals.

Comment: Institutions'responses in their 1974 Progress Reports indicated that academic credit was being granted for such work. It was also determined at that time that the latter portion of the recommendation could best be accomplished through existing institutional aid programs.

10. A task force composed of secondary and collegiate personnel to develop better articulation between high school and collegiate levels to reduce overlap and the time required to complete educational goals be established.

Comment: In April 1974, the Regents issued a position paper entitled The Articulation of Secondary and Postsecondary Education. The major recommendations of the paper are listed in Chapter 3 of this plan.

11. Existing regulations and guidelines be reviewed to eliminate obstacles to a more flexible system while maintaining excellence in programs.

Comment: This recommendation was considered accomplished by 1974 through changes in the Commissioner's Regulations allowing the awarding of a Regents high school diploma to students who did not complete high school but have completed 30 hours of college study, establishment of the Regents Credit Bank, and the evaluation of doctoral and master's programs.

12. All two-year, degree-granting institutions examine practices in admissions, instruction, and supportive services in programs which are career-oriented at the two-year level with the intent of increasing the number of students who successfully complete such programs and who enter the job market.

Comment: This recommendation was amended in the 1974 Progress Report. A number of two-year institutions have utilized grant monies to create core curricula in occupational programs. This approach, together with a closer relationship of instructional departments and admissions personnel has yielded some positive results in completion rates and student satisfaction with program choice.

13. Serious consideration be given to revising the structure for guidance, counseling, and advisement services on campuses to improve quality and increase accessibility to students.

Comment: Sufficient experimentation has been done to demonstrate that the original recommendation for decentralized guidance and counseling does not always assure improved access or quality of service. It is expected that student personnel workers will continue to search for better and more appropriate ways of serving students.

14. Community colleges be fully integrated into a regional system of public and private higher education to insure delivery of educational services to all who desire and need such services.

Comment: This recommendation was considered accomplished in the 1974 Progress Report. The community colleges are active participants in regional cooperative endeavors.

15. Occupational programs at the community colleges be more fully articulated with programs in the secondary schools and with Boards of Cooperative Educational Services (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to pursue their career choices at the community college level. This should include provisions for advanced standing based on performance criteria where appropriate.

Comment: The Regents statement on occupational education in this Plan (Chapter 3) reflects this recommendation.

In the past year, revitalized regional planning groups have been established for occupational education. Included are BOCES superintendents and two-year college presidents. By continuing to emphasize the need for genuine program articulation, the Regents expect that these Regional Planning Groups will assign a similarly high priority to such articulation.

16. In continuing education, postsecondary institutions should cooperate in the region to: eliminate administrative and program differentiation between regular day programs and continuing education programs; eliminate duplications of offerings; make maximal use of available facilities and qualified faculty; insure that non-traditional offerings are available to those adults needing them; guarantee transferability of credit; accelerate the acquisition of necessary credentials; and provide financial aid as needed and warranted.

Comment: The Regents urge the expansion and strengthening of continuing education programs to support the lifelong learning needs of the growing adult population in the State. The recommendations on continuing education in Chapter 3 of this Plan reflect this concern.

17. State University reassess the six agricultural and technical colleges.

Comment: In response to this recommendation, the academic deans and vice-presidents of the six agricultural and technical colleges have made efforts to clarify the role and distinctive mission for these colleges. The Regents expect that staff of State University of New York will evaluate those suggestions with a resulting clarification of the direction for future activity in these colleges in serving the statewide need.

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18. Planning be undertaken to determine the best utilization schema for the educational opportunity centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges and to the differing conditions in various urban settings.

Comment: Education Department staff conducted field evaluations of all ten Educational Opportunity Centers in 1975-76. Recommendations stemming from that evaluation have resulted in major reorganizational and management changes in the operations of those Centers. The State University should continue to evaluate the operations of the Educational Opportunity Centers to make them responsive to community needs.

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19. Expanded programs of occupational education in the urban centers be affected as soon as possible. This should result from careful planning and assessment of the needs of people, employers, and society.

Comment: This recommendation was discontinued in the 1974 Progress Report because of the merger of the urban centers and cooperative college centers into educational opportunity centers. (See recommendation 8.)

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20. Legislation be enacted to accomplish the following:

    a. The expansion of the role of the (community) college to include the authority to administer the budget of the college once it is approved by local sponsors;

    b. The reconstitution of local service areas for community colleges along lines that will more adequately reflect population densities rather than political boundaries. Pending the reconstitution of local service areas, establishment of new community colleges should be curtailed;

    c. The jurisdiction of the City University over the community colleges in New York City locally sponsored by the Board of Higher Education.

Comment: Because the basic unresolved issue between community college trustees and sponsors is the administrative power over approved budgets, the Regents continue to recommend that trustees be specifically empowered to perform that function. In so recommending, the Regents are in no way suggesting that local sponsors should not exercise their right and duty to scrupulously examine and question proposed budgets. That provides a measure of public accountability to which community college administrators agree. After sponsor approval and legislative authorization, those persons legally empowered with trusteeship of the college should have budgetary authority to allow flexibility within the approved expenditure ceiling.

Part b of the recommendation is no longer applicable, and Part c has been accomplished.

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21. A regional examining center be established in the northeast portion of the nation to serve as a "credit bank" for those who have studied in whole or in part by non-traditional means.

Comment: This recommendation was accomplished through the establishment of the Regents Credit Bank, as part of the Regents External Degree Program, to evaluate traditional and non-traditional learning for anyone who wishes to establish a permanent record of college level accomplishments.

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22. Collegiate postsecondary institutions in the State work together and with the Regents to encourage and recognize independent learning on the postsecondary level wherever such learning takes place.

Comment: The Regents continue to support the concept of credit for life experience. See Chapter 3 of this Plan.

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23. Collegiate postsecondary institutions initiate broader programs of independent study for regularly enrolled students, particularly in introductory level courses.

Comment: This recommendation was considered accomplished in the 1974 Progress Report. Enrollments in independent study programs had increased from 7,800 in 1970 to 12,400 in 1973, an increase of 59 percent.

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24. The public and private collegiate postsecondary institutions expand the scope and the variety of such new departures as the State University's Empire State College and Syracuse University's bachelor of arts in liberal studies.

Comment: Numerous such programs have been started and expanded by postsecondary institutions, and this recommendation can be considered accomplished.

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25. The State support expanded offerings in the College Proficiency Examination Program to undergird the Regents external degrees and to meet pressing needs for validation of college-level independent study in crucial areas of societal concern such as criminal justice, reading instruction, and the allied health fields.

Comment: The number of college proficiency examinations has expanded rapidly in recent years. The Regents continue to support this program, and additional examinations will be developed as needs arise.

26. The State explore, evaluate, and publicize--for those who either choose to or must study on their own--the non-collegiate learning experiences available through The University of the State of New York. These include libraries, museums, proprietary schools, industrial training programs, and home study materials delivered through the various technologies, all of which constitute an unrealized part of the educational resources of the State.

Comment: This concern is continued in the recommendations on continuing education in Chapter 3 of this Plan.

27. The possibilities of establishing an interstate regional examining center to evaluate postsecondary learning experiences and to award course credit for appropriate collegiate learning be explored.

Comment: This recommendation was discontinued in the 1974 Progress Report because it was being accomplished through implementation of recommendations 21 and 22.

28. Every effort be made to balance expenditures with income in the development and administration of programs to validate independent study on the collegiate level.

Comment: This recommendation was considered accomplished in the 1974 Progress Report. Institutions and the State Education Department have programs which are financially self-sustaining.

29. Counseling services in both secondary and postsecondary institutions be expanded to provide full advice concerning the options of study available to the student.

Comment: This recommendation was discontinued in 1974 because the issue was addressed in recommendation 13.

30. Colleges consider the careful development of three-year curricular options for qualified students in appropriate fields. Institutions contemplating three-year baccalaureates should, however, thoroughly rethink the nature of the curriculum and take care not to unduly imbalance the curriculum in favor of specialized work in the major.

Comment: This recommendation was considered accomplished in the 1974 Progress Report because enrollments in time shortened programs tripled between 1971 and 1973.

31. Institutions be encouraged to develop early admissions programs which would give full college credit for accepted achievement.

Comment: This recommendation was considered accomplished in the 1974 Progress Report because of the widespread acceptance of the State Education Department's Early Admissions Guidelines.

32. Article 13 of the Education Law dealing with Scholar Incentive Awards be amended in two ways:

a. To assure that payment awarded to students be based on credit hours taken, to enable needy part-time students to qualify;

b. To extend the number of semesters a student may receive Scholar Incentive Awards from eight to ten for a student pursuing an associate degree.

Comment: This recommendation was discontinued in the 1974 Progress Report. Aid for part-time students is a long-term goal of the Regents that, unfortunately, must be deferred because of the fiscal situation of the State. Part b of the recommendation has been enacted for students enrolled in remedial programs.

33. All higher education institutions in New York State, according to their financial abilities, plan to expand enrollments of minority group students, over and above opportunity program students, and to submit corroborative data to this effect.

Comment: The percentage of minority students among 1975 freshmen exceeds the minority representation among the State's 15-19 year olds. Institutions are urged to continue their efforts to enroll minority students, especially at the graduate level. See Chapter 2.

34. Colleges and universities in the State consider their responsibility to those citizens of the State who are unable to go where educational services are traditionally provided (such as the rural and urban poor, the elderly and hospitalized, and prison inmates), and create programs and courses that are appropriate for and geographically available to the people.

Comment: This concern continues to be reflected in the recommendations in Chapter 3.

35. Enrollment in all opportunity programs increase to a range of 35,000 to 37,000 in 1980 to increase opportunity for minority groups while providing balanced minority enrollments in opportunity and regular programs. The Higher Education Opportunity Program (HEOP) should be expanded to 8,000 students by 1980 to insure adequate representation in the private sector.

Comment: This recommendation was amended in 1974. The Regents now recommend that enrollments be increased to 37,000 in 1980. See Chapter 2.

GRADUATE AND PROFESSIONAL EDUCATION

36. All currently authorized master's programs be reviewed.

Comment: This recommendation was merged with recommendation 37 in the 1974 Progress Report.

37. All currently authorized master's programs be reviewed for their strength from primarily the standpoints of programs purposes and accomplishments, and secondarily, student needs and institutional goals and resources. Institutions should withdraw those programs which, upon evaluation, prove to be (a) inactive or underenrolled, (b) of marginal quality and which cannot be strengthened by sharing resources with other institutions, and (c) below the minimum standards set by the Commissioner's Regulations.

Comment: Extensive reviews of master's programs for quality, student demand, and consistency with institutional goals have occurred since 1972. In addition to self-reviews by institutions, 306 programs were reviewed through on-site visits between 1973 and 1976. As a result, 28 master's programs have been terminated by institutions; three programs were closed by the Department; and 18 more were placed on probation by the Department. An additional 22 programs were changed significantly to improve qualitative standards and performances. The Regents intend to continue the review of master's level programs. See Chapter 3.

38. Additional institutions not offer master's programs unless the circumstances are most unusual or the program is a cooperative venture. Those institutions already authorized to offer master's programs should (a) define the primary objectives of current or new programs, (b) make explicit the practices which will enable students to achieve them, and (c) periodically verify the need for these programs. Quality and effectiveness in meeting student needs should be both the goals for developing new programs and the prime consideration in assessment of ongoing programs.

Comment: "The Regents reaffirm the intention to approve new master's degree programs during the decade ahead only in instances in which there is a manifest need and in which the institution's capabilities are indisputably adequate to meet the need." See Chapter 3.

39. Wherever possible, the purposes of professional certification and licensing be separated from those of general master's degrees. A master's program which is required as part of professional certification requirements or which serves as an introductory level for a higher degree should be a detachable program with goals and an integrity of its own.

Comment: The Regents continue to urge institutions to improve master's programs by insuring "coherence of programs with objectives and content distinctive from other levels of study and licensing requirements"(Chapter 3).

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40. Master's and doctoral students have academic advising facilities and services which are of high quality and conveniently available to all categories of graduate students--whether or not they matriculate, attend college in the day or evening, attend college in summer or regular sessions, or are enrolled for part-time or full-time work. The goal of such planning is coherent study which is clearly relatable to programmatic and/or personal objectives.

Comment: Follow-up reviews of master's programs indicate improvements in some institutions in academic advisement services. Appropriate academic career and personal counseling is becoming a more important component of program effectiveness, and should be a major element in the development and review of new programs, in the execution of programs, and in reviews of programs.

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41. Institutions find appropriate ways to evaluate their efforts in master's education through followup studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education.

Comment: Despite increased self-evaluation activities, relatively few institutions have made follow-up studies of graduates or of students who withdrew from programs before completion. These efforts should be intensified.

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42. A pilot program be initiated based on the concept of the engineering development program to provide a new option for post-baccalaureate training for engineering personnel.

Comment: While the Regents continue to support the concept of the engineering development program, it has been determined that initial costs of such a program would be prohibitive unless special funding could be obtained, therefore this recommendation is not being continued at this time.

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43. The current Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing pursue the delineation of the appropriate relationships in practice among the physicians, the physician's associate, the specialist's assistant, and the registered professional and licensed practical nurse.

Comment: The Regents continue to support the examination and delineation of the appropriate relationships in practice among health care practitioner. Chapter 7 provides Regents comments and recommendations in this area.

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44. The medical and dental schools of the State report, by June 1, 1973, the further steps they are taking to increase their educational output (enrollments and degrees) and to improve the effectiveness and efficiency of health care delivery, through measures such as program innovation, curriculum redesign, and continuing education opportunities.

Comment: This recommendation was achieved with the submission of reports by the medical and dental schools of the State prior to the release of the 1974 Progress Report.

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45. The State and Federal governments approve appropriate incentive plans for all health care personnel that will guarantee a more equitable distribution of these professionals throughout the State.

Comment: Recent developments include cooperative contracts between New York State and the University of Vermont medical college and between the State and the University of Tel Aviv which will ultimately provide physician care for shortage areas within the State. At the national level, the National Health Service Corps Scholarship Program provides scholarship assistance in return for service in a shortage area; this is similar to the State's Regents Medical Service Scholarships. The Regents maintain that the equitable distribution of health care personnel is a major concern in New York and now address this issue along with other concerns with the new recommendations presented in Chapter 7.

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46. Further plans in the health professions area be considered in relation to the recommendations of the New York State Health Planning Commission at such time as its report is made available.

Comment: This recommendation was discontinued in the 1974 Progress Report. The State Education Department continues to work with the Health Planning Commission in planning and implementing improvements in the health care delivery system of the State. A recent example is the cooperative effort through the Steering Committee of the Commission to incorporate graduate medical education into the statewide postsecondary education master planning process.

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ENROLLMENTS AND DEGREES

With respect to enrollment goals:

47. That the projections for full-time undergraduate enrollment shown in table 3 be approved as the basis for planning in order that the Regents enrollment objectives be achieved. However, because of the uncertainties associated with the projections, especially with respect to the need for a new financing arrangement, the Regents approve undergraduate enrollment goals for the State and City Universities only through 1975 and defer action on the goals for 1980.

Comment: This recommendation is now superseded by the recommendations and comments in chapter 2.

48. That the projections for full-time graduate enrollment in table 3 be approved for long-range planning, but the Regents defer approval of the enrollment goals pending their action on the "Report of the Commission on Doctoral Education."

Comment: This recommendation is now superceded by the recommendations and comments in chapter 2.

49. New financial arrangements be developed to enable private institutions to meet the undergraduate enrollment goals in the master plan of the Commission on Independent Colleges and Universities.

Comment: A full discussion of new financing recommendations are contained in chapter 10. This recommendation is expanded and more specifically addressed in that chapter.

50. State University accelerate the development for its senior campuses of admissions procedures that utilize other criteria in addition to high school achievement.

Comment: This recommendation has essentially been accomplished. State University has modified its admissions procedures to accommodate students from lower socio-economic groups which was the intent of this recommendation.

51. Mechanisms be developed to enable private institutions to play a more vital role in meeting the educational needs of 2-year college graduates.

Comment: This recommendation is considered accomplished because of a number of steps that have been taken including expanded planning mechanisms in the State Education Department, which address the transfer demand of 2-year college graduates; increases in student and institutional aid, and the development of better articulation programs between two-and four-year institutions.

HIGHER EDUCATION RESOURCES

The Regents recommend that:

52. All higher education institutions assure maximum remuneration and career advancement for excellence in the art and science of teaching.

Comment: The Regents maintain their support of teaching ability as a prime factor in faculty evaluations, however, discontinue this recommendation and defer to recommendation 59 and the development of individual institutional procedures to accomplish this objective.

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53. Faculty members assume a major role in the implementation of innovations and flexibility in program design.

Comment: The Regents continue their support of the faculty's role in the implementation of innovations, but defer to recommendation 59 to accomplish this objective.

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54. Departments within higher education institutions consider the desirability of sharing faculty through regional joint appointments.

Comment: This recommendation has been discontinued because it appears to be not a feasible practice for a majority of institutions.

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55. All higher education institutions in the State reassess their recruitment and promotion policies to assure that a truly diverse faculty be enlisted which will include qualified members of minority groups, women, and experienced practitioners from business, industry, and the cultural institutions of our society.

Comment: "All postsecondary education institutions should continue affirmative action recruitment and promotion policies to assure a diverse and qualified faculty." See chapter 12.

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56. Faculty members assume that academic responsibility is essential to academic freedom and that all higher education institutions establish procedures to assure faculty members due process of grievance when their academic freedom is challenged.

Comment: Since most, if not all, institutions in the State have grievance procedures established, this recommendation has essentially been achieved.

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57. Guidelines for tenure, including goals and current faculty tenure proportions by faculty rank, sex, and ethnic identity, and procedures for the dismissal of incompetent tenured faculty be developed by all institutions.

Comment: The Regents support the concept of academic tenure, but are concerned about the implications of rising proportions of tenured faculty at institutions of higher education. Institutions are urged to examine their tenure policies. See chapter 12.

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58. Institutions investigate ways to increase faculty productivity as one way to increase the utilization of institutional resources.

Comment: Postsecondary institutions in the State have become increasingly aware of the importance of faculty productivity. The financial climate of the past several years and the impending stabilization and decline of enrollments have caused institutions to incorporate the spirit of this recommendation into the day-to-day operation of the institution.

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59. Faculty continue in its traditional role in academic matters in cooperation with the administration and that the following matters not be subject to collective bargaining:

a. Academic tenure should be awarded to individual faculty members according to the process set by the bylaws of the institution. It is a process which involves the faculty, academic departments, and the administration. Faculty should participate as an academic body and not as a collective bargaining unit.

b. Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions

c. The processes for faculty evaluation, promotion, and retention should be provided for in the bylaws. The processes should not be defined by the terms of a collective bargaining contract

d. Student/faculty ratios and class size are and should remain a determination of the academic department and the administration

e. Administrative and/or academic organizational structure is a prerogative of the administration (Goal III)

Comment: The Regents believe that the items in this recommendation aid in the preservation of traditional governance structures which is in the best interest of the postsecondary educational enterprise. See chapter 12.

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60a. In the area of academic libraries, where 3R's regions and higher education planning regions are not coterminous, effective interface be achieved by insuring that the Regents advisory councils in the higher education regions make full use of the expertise that has been developed in the 3R's Systems through their representation on these councils and the relevant task forces.

Comment: This recommendation is being accomplished in some of the higher education planning regions. The Regents support these efforts and urge their continuance and expansion.

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60b. In the area of academic libraries, that appropriate utilization be made of the resources of all types of libraries that make up the membership of the nine 3R's Systems - - to meet the regional postsecondary educational needs of the State.

Comment: This recommendation is being accomplished in most areas of the State. There are plans for closer coordination of public library systems and the reference and research library systems as well as development of new configurations of library systems which will include all types of libraries, thereby leading to greater implementation of this recommendation.

60c. In the area of academic libraries, that librarians be included on advisory committees related to higher education at State, regional, and institutional levels.

Comment: Librarians are now serving on Statewide advisory committees to the Commissioner of Education as well as on many regional task forces. Therefore, this recommendation is considered essentially achieved.

60d. In the area of academic libraries, that the device of contract between 3R's Systems and regional associations of institutions of higher education be exploited.

Comment: The emerging function of the Regents Regional Advisory Councils is advisement, not operation of programs, therefore this recommendation is discontinued.

60e. In the area of academic libraries, that the higher education regions jointly with the 3R's Systems, designate certain libraries as resource libraries that will be available to all students and faculty in institutions of higher education in the regions.

Comment: The Regents continue this recommendation in chapter 13.

60f. In the area of academic libraries, that every institution of higher education have a library that meets threshold adequacy as regards resources, staff, and facilities. Therefore, the Regents recommend in principle that the guidelines developed by the Advisory Committee on Long-Range Planning for Academic Libraries in New York State become the standards for all academic libraries in the State. While interlibrary cooperation through the 3R's Systems and regionalism is encouraged, it is recognized that the effective use of the concept of shared resources and facilities will be eroded if individual institutions do not have basic resources and facilities on site.

Comment: Some progress has been made toward every institution of higher education having a library that meets threshold adequacy as regards resources, staff, and facilities. Nevertheless, there are still too many institutions in the State that do not meet threshold adequacy, and this recommendation is therefore reiterated in Chapter 13.

60g. In the area of academic libraries, that academic institutions provide special library instruction and counseling for students needing this assistance.

Comment: A large number of academic libraries have reported that they provided special library instruction; however, many institutions provide only library orientation for freshmen without a continuing planned program of bibliographic instruction for all students. Therefore, the Regents continue this recommendation.

60h. In the area of academic libraries, that effective use be made of all media including the development of an information retrieval and dissemination system.

Comment: In the utilization of media in the academic libraries in the State, the two-year colleges are making great strides, however, most of the four-year institutions have not yet begun to procure and use media in libraries to a large degree. Institutions are urged to continue to expand their efforts in these areas.

60i. In the area of academic libraries, that as joint curricular development evolves, so should joint acquisitions programs be developed among institutions of higher education. This should be fostered through the ongoing joint acquisitions committees of the 3R's Systems.

Comment: Cooperative acquisitions programs have been developed in the 3R's Systems that are ready to support joint curricular programs as they develop. Thus this recommendation has been achieved.

60j. In the area of academic libraries, that the State enact legislation in support of the reference and research library program as suggested in the "Major Recommendations of the Regents for Legislative Action, 1974." Such legislation would provide support for the 3R's Systems and for State level programs including research collection development, NYSILL, etc.

Comment: This recommendation is reiterated in Chapter 13.

60k. In the area of academic libraries, that, in recognition of the vitally important role of the Research Libraries of the New York Public Library in the total network of the State and of the key role the library plays in the support of academic library service including the State University of New York, The City University of New York, and the private colleges and universities of New York, the State increase its support for the Research Libraries of the New York Public Library.

Comment: This recommendation is continued. See Chapter 13.

FACILITIES

61. Comprehensive long-range facilities planning be continued at all levels in order to forestall the contruction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost.

Comment: The Regents' concern for the wise allocation of resources, including the construction of new facilities, continues a major consideration. Chapter 11 continues and expands upon this recommendation.

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62. The Space Factors Committee continue to develop space factors that can be used to assess the amount of space available in the State, to determine how it is utilized, and to assess proposals submitted for approval of new facilities.

Comment: This recommendation has been accomplished. The Space Factors Committee developed utilization factors which have been widely used by the higher education community.

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63. The Dormitory Authority continue to exercise restraint in the authorization of new facilities construction in the nonpublic sector, especially if they expand capacity, and that the Authority continue to seek the advice of the Commissioner regarding academic need.

Comment: This recommendation is being discontinued because of the development of cooperative efforts which have resulted in a decline in the number and rate of new buildings being constructed in the independent sector. The building of new facilities, discussed in Chapter 11, continues a major concern, but this recommendation has essentially been accomplished.

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64. The State University of New York seek out ways to further improve space utilization of its facilities including year-round academic calendars and conversion of unused dormitory space, faculty office, or instructional space.

Comment: This recommendation is being discontinued because State University has made much progress toward accomplishing this objective and because the spirit of this recommendation is continued in the comments and recommendations of Chapter 11.

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65. The City University of New York identify individual senior college facilities priorities within these constraints:

a. that overall space of the senior colleges not exceed 100 net assignable square feet per full-time equivalent student

b. that no construction take place which is not a part of a master plan approved by the Regents and the Governor.

Comment: The Regents recommend that a single order of priorities be developed for all institutions and used for the sale of all note and bond issues. (Chapter 11). Such a priority listing would replace the above statement.

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66. Private collegiate institutions reexamine their facilities plans, investigate ways to increase space utilization (including year-round academic calendars and conversion of unused dormitory space), and limit construction to essential projects.

Comment: This recommendation was discontinued in 1974 because institutions in the independent sector have slowed the construction of new facilities. However, the Regents continue to call on all sectors to exercise restraint in the planning of new facilities.

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67. A student allocation model be developed which will identify alternatives for reducing the disparities among sector space utilization rates.

Comment: This recommendation was discontinued in 1974 because the various sectors were achieving this recommendation by implementing cross-registration programs, physical facilities rentals, and dual usage. Also, the Tuition Assistance Program was expected to increase utilization of space in the independent sector.

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68. Institutions design faculty assessment and reward devices that will encourage the growth of a faculty mix appropriate to the goals of the school and to its resources.

Comment: This recommendation was discontinued in 1974 because it was being implemented under recommendation 59.

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69. Institutions individually and jointly within regions review low enrollment courses and programs and take steps to eliminate or consolidate those that are not essential to the preservation of a unique academic character.

Comment: Efforts are under way in many of the regions to eliminate or consolidate programs. These endeavors have been spurred by the need of institutions in an inflationary economic climate to find ways to cut costs and yet maintain quality. Region-wide summer programs, cross-registration agreements, and faculty sharing are examples of cooperative efforts. For several years, the Regents have requested that the Legislature allocate money for the various Regents Regional Advisory Councils to coordinate this effort. Until this allocation becomes a reality, cooperative efforts will necessarily proceed at a slower pace than desired.

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70. Institutions seek out and implement new ways of increasing faculty productivity and lessening the time required for learning; institutions consider reorienting schedules around a 12-month year and around the material content of courses; and that efforts be made to establish flexible devices for the recognition of nonconventional past learning. Institutions should have concrete steps in process in these areas for inclusion in the 1974 Progress Report.

Comment: This recommendation was discontinued in 1974 because it was being accomplished through the implementation of other Statewide Plan recommendations.

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71. Institutions critically review their administrative staffing and operational procedures to insure more efficient resource utilization with particular emphasis on facilities and equipment.

Comment: Within the State Education Department, the Office of Higher Education Management Services was created to assist individual colleges as they carry out a self-review process and develop ways to allocate their resources more efficiently. The Department has also sponsored a variety of conferences designed to help institutions increase their own accountability. This task is likely to be more necessary in the years to come, in view of the high probability of stabilization and decline of enrollment, depressed financial conditions in many institutions, and intensified investigation of educational costs.

72. The State recognize, with a resource reallocation, the contribution of the private sector in providing diverse types of educational opportunities; that the State take immediate steps towards lessening the differential in net costs to students of attendance at public and private colleges and universities.

Comment: This recommendation was considered accomplished in the 1974 Progress Report through the expansion of the program of State Aid to Non-public Colleges and the establishment of the Tuition Assistance Program.

NONCOLLEGIATE EDUCATION

73. Postsecondary educational programs be evaluated on their own merits, regardless of the type of institutions offering them.

Comment: This recommendation was considered accomplished in the 1974 Progress Report because of the action of the Regents to grant certain proprietary schools the authority to award degrees in specifically approved programs.

74. Statewide and regional arrangements for the planning and coordination of education beyond high school should involve the full and active participation of the noncollegiate sector in order to meet the Regents goals for postsecondary education.

Comment: This recommendation was amended in 1974 to include the contents of recommendations 74, 78, and 79. The non-collegiate sector has been included in the planning and coordinating process in several ways. Several advisory councils of the Regents and the Commissioner now include representatives of the degree-granting proprietary schools. A number of degree-granting institutions have submitted master plans, and have provided an input into the 1976 Statewide Plan. A survey has been conducted to identify non-degree-granting institutions in New York State which provide education beyond high school.

75. Student financial aid programs incorporate additional provisions for all adults who wish to continue their education beyond high school.

Comment: Full-time adult students are eligible for aid through the Tuition Assistance Program. Although the Regents support the extension of aid to part-time students as a long term goal, the financial condition of the State prohibits such an extension at this time. (See Chapter 10.)

76. Students be permitted the choice of applying financial assistance to any postsecondary educational programs in the State, including noncollegiate programs.

Comment: In addition to collegiate institutions, Tuition Assistance Program awards can be used at degree-program institutions, hospital schools and two year programs at registered private business schools. Grants are not available to students in private trade schools or short-term business school programs. The State is not in a position to extend eligibility at this time.

77. A comprehensive management information system be developed, generating compatible data on the current and anticipated status of all education beyong high school in the State concerning programs, enrollment and graduates, facilities and capacity, faculty, and finances.

Comment: The State Education Department is currently developing a comprehensive information system for all of postsecondary education, collegiate and noncollegiate, degree-granting and nondegree-granting, in an effort to coordinate every aspect of post-high school educational activity in the State.

78. Collegiate and noncollegiate institutions establish cooperative relationships with each other and the world of work for their mutual benefit and for the benefit of students in choosing combinations of study and work activities.

Comment: This recommendation was discontinued in 1974 because it was being implemented under recommendation 74.

79. Formal borderlines between collegiate and noncollegiate postsecondary education be erased through the development of a comprehensive system of postsecondary education that involves no distinction in status.

Comment: This recommendation was discontinued in 1974 because it was being implemented under recommendation 74.

Recommendations Continued from the 1964 and 1968 Regents Statewide Plans

Recommendation: The State Education Department make a special study of the programs and costs carried by students entering other types of specialized post-high school institutions (business schools, single-purpose technical schools, etc.) to determine whether the State should provide some form of financial assistance to students to such institutions.

Comment: The Tuition Assistance Program (TAP) was expanded via legislation in 1975 to make eligible those students in diploma or certified programs in degree-granting business schools if such programs are fully creditable towards degree programs. As the cost of the TAP program is at a level which is straining the State's resources, it is inappropriate to seek further eligibility extension at this time. Thus, the need for a special study is obviated.

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Recommendation: Groups of colleges and universities that have close geographic and other ties develop interinstitutional cooperative programs and joint use of resources, human and material, to further the scope of their services to students and to the State.

Comment: The Regents continue to encourage the sharing of resources on a regional basis. They have again applied for State funding to provide minimum staff capacity at the Regents Regional Advisory Councils. These Councils have served well in the past and have the potential for undertaking specific regional planning functions that are now needed to bolster state-level planning activities.

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Recommendation: Federal grants be provided to higher education institutions to improve financial management, planning, and long-range development. Programs should be consolidated and simplified so that duplications of categorical aid may be provided.

Comment: Federal grants have been provided to states to work with institutions in developing financial planning and management systems. Examples of these are described on pp. 107-108 of this Plan.

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Recommendation: A continuing study be conducted of the teaching and learning processes relative to the emerging issues of society to guarantee the relevancy of the teacher education and certification processes to the educational enterprise.

Comment: As noted in the introductory chapter of the 1976 Statewide Plan, the Regents are appointing a special task force to investigate the poor student progression in the New York City public schools. The task force will necessarily need to examine the teaching and learning processes; its findings will be reviewed for possible statewide application.

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Recommendation: A study of postsecondary continuing education be undertaken by the State Education Department to identify the needs of target populations and the availability of programs and resources to meet those needs.

Comment: The regional projects funded by Title I of the federal Higher Education Act are nearly completed. These projects examined population needs and available resources and attempted to link the two through counseling and promotional efforts.

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II. New Recommendations in the 1974 Progress Report on the 1972 Statewide Plan

1. The provision in the Tuition Assistance Program which denies awards to any student who graduated from high school prior to January 1, 1974, be eliminated.

Comment: This provision was eliminated in the 1975 legislative session.

2. Institutions, especially community colleges, extend specialized counseling services to senior citizens, prisoners, veterans, and armed forces personnel; where possible, these services be coordinated with existing community counseling services.

Comment: The Regents continue to recommend that "institutions work together with libraries, community agencies, and other groups to counsel people interested in pursuing collegiate programs of study.(Chapter 3).

3. Special opportunity programs for inmates be established as needed by collegiate institutions in reasonable proximity to correctional institutions.

Comment: While many campuses have recently become active or evinced interest in this area, good planning for the participant once paroled has sometimes been lacking. Not every institution has the volition or the resources to provide the special supportive services the ex-inmate requires to have a reasonable chance for success. A consortial approach to this whole area, as evidenced by the success of the Consortium of the Niagara Frontier's HEOP program at Attica indicates a solution to the problem of inadequate resources at a single campus. Flexibility in the time and locations at which programs are offered is recommended in Chapter 3 of this Plan.

4. The State Education Department coordinate the development of counseling efforts to meet the needs of returning Vietnam veterans seeking post-secondary education opportunities in the State.

Comment: The termination of the Vietnam War is receding in point of time, and fewer and fewer veterans of that conflict are in need of specialized educational counseling which cannot be handled by existing, more broadly based advisory services. Other educational priorities are more pressing.

5. All institutions offering doctoral programs in the State prepare plans of action addressing the issues delineated in the Regents Position Paper on Doctoral Education, and based on the guidelines which will be provided by the Regents in their bulletin for the 1976 Statewide Plan.

Comment: This recommendation is replaced by the recommendation in Chapter 4 of this Plan that gives specific guidelines on the information that is to be provided by doctoral institutions in their 1978 progress reports.

6. All institutions offering master's programs in the State prepare plans for self-review of all master's programs, to be based upon guidelines provided by the Regents in their bulletin for the 1976 Statewide Plan.

Comment: The State University and City University developed and implemented plans for comprehensive self-review of master's programs and have engaged in systematic assessments of virtually all their master's programs between 1972 and 1976. However, the relationship of these reviews to the improvement of quality or even any specific changes have not been reported to the Regents in the 1976 master plans of these sectors nor in other formats. A majority of the independent institutions report some kind of review of master's programs, but few have developed a comprehensive plan or on-going process.

7. Each institution assess its tenure policy, especially in light of the revised enrollment goals presented by the Regents, and develop a rational and flexible tenure policy which contains provisions to deal with possible institutional enrollment declines.

Comment: The Regents continue to urge such assessments. Chapter 12 of this Plan deals with tenure policies and alternatives to tenure at institutions with high tenure ratios.

8. The full-time undergraduate enrollment goals for the fall 1975 to 1977 period, as displayed in table 11, p. 42, be adopted as a basis for planning.

9. The part-time undergraduate enrollment goals for the fall 1975 to 1977 period, as displayed in table 12, p. 43, be adopted as a basis for planning.

10. The graduate enrollment goals for the fall 1975 to 1977 period, as displayed in table 13, p. 44, be adopted as a basis for planning.

Comment: These goals are replaced by the new goals presented in this Plan.

11. The State implement the newly established Tuition Assistance Program annually so that it is fully funded in accordance with the schedule adopted at the 1974 Legislative session.

Comment: The Tuition Assistance Program (TAP) is continuing to be phased in with a new class of students each year. Next academic year all undergraduate TAP recipients will be eligible for the higher schedule of awards.

12. The State program for institutional aid to private institutions be continued.

Comment: Chapter 10 of this Plan contains both short and long term recommendations for the continuation and expansion of institutional aid to independent institutions.

13. The State Education Department study the issue of determining the appropriate State role in aiding private institutions in financial difficulty.

Comment: The Report of the Regents Advisory Commission on the Financial Problems of Postsecondary Institutions issued its report in September 1975. The Commissioner has appointed a subcommittee to his advisory council on postsecondary education to study the recommendations of the report and to suggest a plan for implementation.

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14. The State continue to reimburse public institutions for necessary expenditures to permit achievement of Regents approved enrollment goals while maintaining subsidized tuition rates.

Comment: The Regents continue to recommend that public institutions be funded at levels sufficient to meet defined enrollment goals and institutional missions established through their approved master plans (Chapter 10).

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15. The highest priority be given to the improvement of community college financing and governance.

Comment: SUNY has created a unit-cost model for financing programs that is worthy of further study and amendment. Sponsor-trustee relationships remain unclarified and, in many cases, have degenerated to the detriment of the colleges.

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16. The Board of Higher Education of the City of New York reexamine its policies concerning tuition.

Comment: The Board of Higher Education adopted a tuition schedule for matriculated undergraduate students effective with the fall 1976 term.

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17. The State University of New York reexamine its tuition schedule to determine if further adjustments are necessary in order to maintain the student share of expenditure levels.

Comment: The Board of Trustees raised the State University tuition schedule effective with the fall 1976 term. Chapter 10 of this plan contains a recommendation that would provide periodic reassessment of tuition levels at all public institutions.

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18. Section 6443, subdivision 2 of the Education Law, be modified to provide annual per capita assistance to non-profit private schools of nursing in the following amounts: $200 for each full-time student enrolled in a diploma or associate degree program, $250 for those enrolled in a baccalaureate program, and $1,000 for those enrolled in a master's or doctoral program.

Comment: The expansion of aid to students through the Tuition Assistance Program (TAP)has increased student access to nonprofit private schools of nursing. The issue of special categorical aid will need to re-examined from time to time in light of the State's fiscal condition, cost escalations, and future student aid funding.

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19. The State continue to press for legislation to fund staff and other expenses associated with Regents regional activities.

Comment: The Regents continue to urge the funding of the activities of Regents Regional Advisory Councils' and the State Education Department has included a request for funding in the 1977-78 budget request.

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Appendix F, Summary of Master Plan Amendments Approved by the Regents, 1974-1976

Institution	Action	Regents	Governor
	1974		
SUNY Stony Brook	D.D.S. Degree Power	1-23	2-14
S.U.N.Y.	Policy Alternative Institute	1-23	2-15
Keuka	B.S. Social Work	1-23	NA
Manhattan	M.S. Management	2-28	NA
N.Y.I.T.	M.A. Communication Arts	2-28	NA
SUC Bedford Hills	Establishment	2-28	5-24
CUNY Baruch	School of Education	2-28	5-16
Cornell	Master of Landscape Architecture	2-28	NA
Iona	B.S. Medical Technology	3-29	NA
Fordham	B.A. Social Work	3-29	NA
N.Y.U.	B.S. Social Work	3-29	NA
Pace	M.S. Management	4-26	NA
SUC Old Westbury	Mission/Programs	4-26	7- 9
Pace	School of Law	4-26	NA
Yeshiva	School of Law	4-26	NA
CUNY Queens	School of Law	4-26	10- 8

Institution	Action	Regents	Governor
	1974 (cont'd)		
LaGuardia C.C.	A.S. Occupational Therapy	4-26	1-23-75
CUNY York	B.S. Occupational Therapy	4-26	1-23-75
New Rochelle/Iona	B.A. Communication Arts	5-24	NA
SUC Utica/Rome	B.S. Criminal Justice	6-28	11- 1
CUNY Richmond	M.S. Reproduction Biology	6-28	9-12 (*)
Hostos C.C.	Interim Facilities	6-28	8- 1
Adelphi	Doctor of Social Welfare	6-28	NA
Manhattan Music	Doctor of Musical Arts	6-28	NA
Touro	A.A.S. Respiratory Therapy	6-28	NA
Pratt	B.F.A. Theatre-Dance	6-28	NA
LaGuardia C.C.	Middle College	6-28	9- 9
St. Thomas Aquinas	B.S. Medical Technology	6-28	NA
Auburn C.C.	A.A.S. Nursing	6-28	8- 1
Union Theological	Master of Philosophy	6-28	NA
CUNY Jay	B.S. Nursing	6-28	(Withdrawn)
CUNY York	B.S. Medical Technology	9-20	1-10-75

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*Disapproved by Governor

Institution	Action	Regents	Governor
	1974 (cont'd)		
Rosary Hill	B.S. Physical Therapy	9-20	NA
SUNY Stony Brook	Ph.D. Basic Health Science	9-20	10- 9
SUC Utica/Rome	B.S. Nursing	9-20	10- 9
CUNY Evers	B.S. Nursing	10-25	1-17-75
St. John Fisher	B.A. Communications	10-25	NA
Schenectady County C.C.	A.S. Performing Arts	10-25	12-31
Marymount Manhattan	B.A. Business Management	10-25	NA
Elizabeth Seton	A.S. Medical Lab Technician	10-25	NA
CUNY Evers	B.A. Psychology	10-25	1-10-75
CUNY Evers	B.S. Biology	10-25	1-10-75
SUNY Binghamton	Ph.D. Advanced Technology	11-22	12-12
Canisius	B.S. Medical Technology	11-22	NA
St. Bonaventure	M.B.A. Business/Economics	12-13	NA
	1975		
SUNY Stony Brook	Ph.D. Political Science	1-22	2-25
C.W. Post	B.A. Communication Arts	1-22	NA

Institution	Action	Regents	Governor
	1975 (cont'd)		
St. Bonaventure	B.S. Medical Technology	1-22	NA
Adelphi	B.A. Communications	1-22	NA
Mt. St. Vincent	B.S. Nursing	2-20	NA
SUC Buffalo	B.A. Communications Media	2-20	3-25
New York Theological	M.P.S. Religious Practice	2-20	NA
SUC Old Westbury	B.S. Business Management	2-20	9-26
F.I.T.	B.S./B.F.A. Degree Powers	3-21	6-20
Auburn C.C.	Sponsorship Change	3-21	4-16
Dowling	M.S. in Education	4-25	NA
SUNY Stony Brook	School of Podiatric Medicine	4-25	Pending
CUNY Richmond	M.A. Community Mental Health	4-25	8- 4 (*)
SUC Fredonia	B.F.A. Theatre Arts	5-23	8-27
Kingsborough C.C.	A.S. Performing Arts	5-23	8-29
Monroe Business	A.O.S. Secretarial Science	5-23	NA
Niagara U.	B.S. Criminal Justice	5-23	NA

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*Disapproved by Governor

Institution	Action	Regents	Governor
	1975 (cont'd)		
CUNY Evers	A.A./B.S. Public Administration	5-23	9- 8
Interboro	A.O.S. Ophthalmic Dispensing	6-27	NA
Parsons	A.A.S. Degree Powers	6-27	NA
Touro	J.D. in Law	6-27	NA
Berkeley-Claremont	A.O.S. Marketing & Management	6-27	NA
CUNY-City	B.F.A. Degree Power	6-27	8-20
Medaille	Associate Degree Powers	6-27	NA
Boricua	A.A. Liberal Arts	6-27	NA
SUC Potsdam	Master of Music Degree	6-27	8-27
Bryant & Stratton	A.O.S. Business Management	8- 1	NA
Orange County C.C.	A.A.S. Dental Hygiene	8- 1	9-14
Genesee C.C.	A.A.S. Drafting	9-26	1-19-76
CUNY City	B.S. Biomedical Education	10-24	Pending
New Rochelle	B.S. Business	11-21	NA

Institution	Action	Regents	Governor
1976			
School of Interior Design	B.F.A. Degree Power	1-28	NA
New Rochelle	B.S. Nursing	2-26	NA
St. Joseph's Seminary	M.R.E. Degree Power	2-26	NA
N.Y.I.T.	College of Osteopathic Medicine, establishment; D.O. Degree Power	3-26	NA
N.Y.I.T.	Branch Campus - Millbrook, Dutchess County	3-26	NA
Rochester Business Institute	A.O.S. Accounting/Secretarial Assistant	3-26	NA
Molloy	B.A. Social Work	4-29	NA
Katharine Gibbs (Melville)	A.O.S. Secretarial Studies	4-29	NA
Medaille	B.S. Degree Power	4-29	NA
Syracuse	B.S. Social Work	4-29	NA
Niagara	B.S. Social Work	4-29	NA
Molloy	A.A., A.S., A.A.S., A.O.S. Degree Power	5-28	NA
SUC Utica/Rome	M.S. in Ed. Degree Power	5-28	8-31
Clarkson	M.B.A Degree Power	5-28	NA
Elmira	B.S. Nursing	7- 1	NA

Institution	Action	Regents	Governor
	1976 (cont'd)		
Bryant & Stratton (Buffalo)	A.O.S. Court and Hearing Reporting	7- 1	NA
St. Joseph's College	Branch Campus - Suffolk County	7- 1	NA
L.I.U.	Branch Campus - Suffolk County	7- 1	NA
Dowling	M.B.A. Degree Power; M.B.A. Business Administration	7- 1	NA
Nazareth	B.S. Nursing	7- 1	NA
Keuka	B.S. Management	7- 1	NA
New School for Social Research	M.P.S.Tourism & Travel Administration; Health Services Administration; Gerontological Services Administration	7- 1	NA
Adelphi	B.F.A. Theatre Arts	7- 1	NA
King's	B.S. Medical Technology	7- 1	NA
New Rochelle	B.S. Social Work	7- 1	NA
Adelphi	D.A. Speech Pathology & Audiology	7- 1	NA
Fordham	Branch Campus - Westchester County	7- 1	NA
City University	Admissions Policy; Richmond/Staten Island C.C. Merger; Medgar Evers C.C.; John Jay Programs	7- 1	8-18
Westchester C.C.	Certificate, Practical Nursing	7-30	9-27

NA = Not applicable; gubernatorial approval not required.